

REPORT
OF THE
BOARD OF TRUSTEES
OF
PUBLIC SCHOOLS
D. C.

1885 - 91

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CENTRAL HIGH SCHOOL,
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FIRST SIX DIVISIONS,
DISTRICT OF COLUMBIA.

REPORT

3

OF THE

BOARD OF TRUSTEES OF PUBLIC SCHOOLS

OF THE

DISTRICT OF COLUMBIA

TO THE

HONORABLE COMMISSIONERS.

1886-87.

WASHINGTON:
GOVERNMENT PRINTING OFFICE.
1886.

IN BOARD OF TRUSTEES OF PUBLIC SCHOOLS,
November 26, 1886.

Mr. CLARK offered the following:

Resolved, That by the authority of the Honorable Commissioners of the District of Columbia, the Committee on Libraries and Annual Report be directed to have printed, for the use of the Commissioners of the District of Columbia and the Board of Trustees of Public Schools, one thousand copies of the Annual Report of the Public Schools of the District of Columbia for the fiscal year ended June 30, 1886.

Adopted.

Attest:

J. G. GURLEY,
Secretary.

REPORT
OF THE
BOARD OF TRUSTEES OF PUBLIC SCHOOLS OF THE DISTRICT
OF COLUMBIA

FOR THE SCHOOL YEAR ENDING JUNE 30, 1886.

To the Honorable the Commissioners of the District of Columbia :

We have the honor herewith to submit the report of the Board of Trustees of the Public Schools for the year ending June 30, 1886.

The statistics of attendance, accommodations, number of teachers employed, expenditures, and, indeed, of all matters relating to the organization, conduct and operation of the schools, are so fully and clearly presented in the reports to the Board of Superintendents Powell and Cook, that it has been deemed unnecessary in this connection to do more than adopt and append their reports.

URGENT NECESSITY OF LARGELY INCREASED SCHOOL-ROOM ACCOM-
MODATION.

The most serious disclosure made in these reports, and the one which, above all others, the board desires at this time to call to your attention, and, through you, to the consideration of Congress, is that of the startling inadequacy of the school-room accommodation afforded the children of this District.

In the first place, it is shown that the *basements* of eight of our public school buildings are, under the pressure of absolute necessity, crowded with children. No one of these basements was ever intended for any such purpose, and every one of them is wholly unfit for it. As stated by the superintendents, they are dark, damp and incapable of proper heating or proper ventilation—so dark that on many days in the year the schools must be dismissed because the children cannot see to read their lessons. No member of Congress would consent to the use of such rooms for his committee, or for any other purpose which would require him to pass the working hours of the day in them, and no member, we are confident, would be willing to condemn the immature bodies of little school children to conditions, sanitary and otherwise, so unfavorable.

But, in the second place, these reports show that, even after resort to these basements and to the thirty-nine unsuitable rented school-rooms, 9,120 children, or more than one-third of the entire attendance, were restricted to half-day schools last year, for the simple reason that the total seating capacity provided for the accommodation of pupils, these objectionable make-shifts included, left 4,560 children wholly unprovided

for, and compelled the unseating of that many other pupils for one-half of each day throughout the school year in order that the first-named might not be wholly excluded from the benefit of the schools. And the statistics for the current year included in the two reports show that the number of children whose common-school opportunities are thus dwarfed and mutilated is now increased to 12,089.

The discouraging, not to say alarming, tendency of these unfortunate figures and facts is heightened when viewed in connection with the report of Superintendent Cook. That report shows that the entire school-life of nearly four-fifths of the colored children of this District comprises only the first four grades—the very grades in which resort to this half-day system has been compelled, as the only alternative against denying any educational opportunities whatever to thousands of the little applicants. In other words, mere failure to supply sufficient school rooms to hold them is depriving a very large proportion of the children most dependent upon the public schools *of one-half of their whole school life*.

It will be observed that this unhappy result flows solely from the failure to supply adequate school-room accommodation. We have teachers enough for all the schools, and if we had as many school rooms as are needed, each of these twelve thousand children could receive the benefit of a full day's school without the employment of a single additional teacher or the expenditure of a single additional dollar for teachers' salaries. We occupy precisely the attitude, from a business standpoint, of an employer who finds it necessary to engage and pay the wages of a thousand skilled employes, but who receives the benefit of only half-days' labor from a third of their number because of his own refusal to provide working room for them all.

No intelligent or civilized community, entrusted with the management of its own affairs, would tolerate the condition of things here set forth, and no member of Congress, in either of its branches, it is confidently believed, would willingly be responsible for its continuance. It is for these reasons that we have deemed it proper to call attention plainly to the facts as they actually exist. Some appropriation is annually made for increasing our public-school accommodations, but such increase has failed to keep pace with the largely increased attendance of pupils, and in view of the actual situation, as presented in these reports of the superintendents, every consideration of humanity, public spirit, and practical business common sense would seem to call for such immediate and radical enlargement of those accommodations as the number of pupils now in attendance requires.

We have in actual attendance about five thousand pupils in excess of the seating capacity provided, the basements and rented school-rooms all included. Each teacher, with us, is intrusted with about fifty pupils; so that, retaining the basements and rented buildings, we actually need, at the present time, one hundred additional school-rooms. The attendance for the present year is nearly 10 per centum greater than that of last year, which in turn was perhaps correspondingly greater than that of the preceding year. At least fifteen new school buildings, with an average of ten school-rooms to each building, will be needed at the opening of the next school year to accommodate the children who will apply for admission, if the basements and rented buildings are vacated, as they ought to be, and unless, through the efforts of the Commissioners and the action of Congress, those buildings or their equivalent are provided, the little ones must continue to be crowded into places absolutely unfit for the purpose, and the half-

day system will have to be extended into the fifth grade, and possibly into the sixth.

We earnestly and urgently present this most important matter to your attention, and through you to that of Congress, with the hope and request that no effort will be spared to secure speedy provision for this, the overshadowing necessity of the public schools at this time.

COLORED HIGH AND NORMAL SCHOOLS.

Your attention is also invited to the recommendation of Superintendent Cook, with reference to a new building for the Colored High School. The building at present used in part for the purposes of this school is unfortunate in its location, ill-adapted to the purpose, and is, moreover, needed to supply the wants of the section of the city in which it stands for schools of lower grade. A high-school building, comparing favorably in advantages of location and appointments with the Washington High School, due regard, of course, being had to the comparative attendance, is needed by the colored youth of the District, and should be accorded them.

The announced withdrawal of the trustees of the Miner fund from the arrangement which has heretofore given us the Miner Normal School, referred to in the report of Superintendent Cook, also makes it necessary to include in the estimates for the ensuing year adequate provision for a Normal School for the Seventh and Eighth Divisions.

THE WASHINGTON HIGH SCHOOL.

Your attention is also invited to the imperative necessity of enlarging the Washington High School. As shown by the report of Superintendent Powell, the present High School building is crowded to its utmost capacity, and, with a largely increased attendance over that of last year in the schools of the eighth grade, it necessarily follows either that the capacity of that building *must be enlarged before the opening of the next school-year*, or that a large number of pupils entitled to admission there must be excluded for want of accommodation. The latter alternative is one which, in justice to the youth of the District and to the community, every effort, it is hoped, will be exerted to avert.

Respectfully submitted.

J. J. DARLINGTON,
JNO. R. FRANCIS,
A. H. WITMER,
Committee, Board of Trustees.

NOVEMBER 26, 1886.

To the President and Members of the Board of School Trustees of the District of Columbia:

GENTLEMEN: I herewith present a summary of statistics compiled from records in my office and from the report of Superintendent Cook, showing the various schools under your management in their proper relations respecting the teaching force, the attendance of pupils, the cost, and the accommodations afforded, for the school year ending June 30, 1886.

The facts given are arranged to show the most urgent present needs of the schools. To these your attention is respectfully asked. Such results as should be sought cannot be obtained in rooms so damp and

ill-ventilated as to make it unsafe to stay in them, or so small and crowded that they are unwholesome as well as inconvenient, or so dark that school work cannot be done in them properly.

Washington Normal School.

Number of teachers trained	30
Average attendance	29
Number of teachers employed	2
Average salary	\$1,139 75

Miner Normal School.

Number of teachers trained	20
Average attendance	19.5
(This school is supported by the Miner Fund, but must be provided for by the District during the coming year.)	

Washington High School.

Number of pupils enrolled	745
Average enrollment	688
Average attendance	662
Percentage of attendance	96.4
Average number of tardinesses per month	96
Number of pupils dismissed	2
Number of teachers employed	24
Average salary paid	\$934 44
Cost of tuition per pupil (estimated on the average enrollment)	\$32 60

Colored High School.

Number of pupils enrolled	247
Average enrollment	208
Average attendance	193
Percentage of attendance	92.5
Average number of tardinesses per month	3.8
Number of pupils dismissed	0
Number of teachers employed	6
Average salary paid	\$915 29
Cost of tuition per pupil (estimated on the average enrollment)	\$26 40

Grammar and Primary Schools.

	White.	Colored.	Total.
Number of pupils enrolled	19,921	11,393	31,314
Average enrollment	16,872	9,113	25,985
Average attendance	15,574	8,571	24,145
Percentage of attendance	92.3	94.0	92.9
Average number of tardinesses per month	1,983	390.6	.....
Number of pupils dismissed	28	6	34
Number of cases of corporal punishment	32	210	242
Number of teachers employed	361	188	549
Average salary paid	\$668 23	\$586 94	.....
Average number of pupils to a teacher (estimated on average enrollment)	46.7	48.4	.....
Cost of tuition per pupil (estimated on average enrollment)	\$14 29	\$12 11	.....
Number of pupils enrolled in all schools (excluding Miner Normal School)	20,696	11,640	32,336

SPECIAL TEACHERS.

Drawing	1	1	2
Music	2	2	4
Average salary paid:			
Drawing	\$679 00	\$1,067 00	.....
Music	\$1,435 60	\$776 00	.....
Average cost per pupil for special tuition (estimated on average enrollment)	\$0 21	\$0 28	.....

SUPERVISION.

The cost of supervision was:

One superintendent (white)	\$2,700 00
One superintendent (colored)	2,250 00
Six supervising principals (white), each \$1,940	11,640 00
Two supervising principals (colored), each \$1,940	3,880 00
One clerk	1,200 00
One clerk (colored)	800 00
One messenger	300 00
One messenger (colored)	200 00
One clerk of committee on accounts	300 00
Total cost of supervision	23,270 00
Average cost of supervision per pupil (estimated on average enrollment) ..	87

Summary.

Total cost of instruction, including supervision	\$395,694 15
Whole number of pupils enrolled	32,336
Average enrollment	26,911
Average daily attendance	25,029
Average cost of instruction, estimated on:	
1. Whole enrollment	\$12 21
2. Average enrollment	\$14 70
3. Average daily attendance	\$15 81

Contingent Expenses.

Total amount expended	\$19,104 81
Average amount per pupil (estimated on average enrollment)	71

Fuel.

Total amount expended	\$13,474 89
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Janitors.

Total amount expended	\$29,137 36
Average cost per pupil (including high and normal schools) for all expenses except repairs and permanent improvements:	
1. On whole enrollment	14 36
2. On average enrollment	17 25
3. On average daily attendance	18 55

Accommodations.

	White.	Colored.	Total.
Number of buildings owned	*41	22	63
Number of buildings rented	13	4	17
Number of school rooms owned	*287	132	419
Number of school rooms rented	21	18	39

* Excluding white high school.

Many of these school rooms are unfit for use. Of those owned may be mentioned the basement rooms of the Twining, Amidon, Jefferson, Lincoln, Stevens, Miner, John F. Cook and Randall Schools. They are dark and damp, and cannot be ventilated or warmed properly. Schools occupying them in the winter season are forced to be dismissed many times because it is too dark for the children to work. The rented buildings are nearly all unfit for use, which goes without the saying, as they

were not constructed for school purposes and are at best but make-shifts.

The total number of school rooms owned and rented (458) accommodated 21,663 pupils, but there were 26,223 pupils enrolled on an average throughout the school year, excluding those enrolled in the Washington High School.

There were therefore 4,560 pupils for whom there were no seats and 4,560 other pupils were compelled to give up their seats to them a half of each day, that is, there were 9,120 pupils on an average throughout the entire school year, who were attending half-day schools.

The condition of the schools for the current year is worse than was that of last year, because the additional demand for school-room because of the increase in the population of the city is much in excess of the additional supply. (The Addison Building, completed and occupied in February of last year, is included in the foregoing enumeration of buildings owned.) Four rooms have been added to the Stevens, two in the basement of the Addison and one in the basement of the Amidon. These, seven in number, are all that have been added to the number of rooms owned.

Eleven additional rooms have been rented. Yet so inadequate are the present accommodations that additional half-day schools have been found necessary.

There are now half-day schools as follows :

	White.		Colored.	
	No. of schools.	No. of Pupils.	No. of schools.	No. of Pupils.
First grade	43	2, 019	43	2, 659
Second grade	41	1, 907	28	1, 626
Third grade	37	1, 880	18	986
Fourth grade	13	623	7	389
Total	134	6, 429	96	5, 660

The Washington High School is now crowded to its utmost capacity, and the schools that feed it, including four new eighth-grade schools, are all full. At least one hundred pupils more than the number now enrolled will seek admission to this school next September. Unless additional room be provided it will be found necessary either to refuse admission to scores who will be regularly graduated from the grammar schools at the close of the current year, or to adopt the half-day plan.

Respectfully,

W. B. POWELL.

WASHINGTON, D. C., November 22, 1886.

OFFICE OF SUPERINTENDENT PUBLIC SCHOOLS,
Washington, D. C., November 9, 1886.

To the Board of Trustees, Public Schools, D. C.:

GENTLEMEN: I respectfully submit my report of the schools of the seventh and eighth divisions, for the year ending June 30, 1886.

From the statistics are gathered the following facts:

The whole number of schools in the year was 161, or 12 more than in the previous year. They were classified as follows: First grade, 45;

second grade, 33; third grade, 26; fourth grade, 17; fifth grade, 14; sixth grade, 9; seventh grade, 9; eighth grade, 6; high school, 1, and normal school, 1.

Two of the schools were closed during the year. School No. 5, grade No. 3, division No. 7, was closed by transferring the pupils to other schools of same grade, and the teacher to the charge of the second-grade training school. On account of the death of the teacher, school No. 9, grade No. 1, division No. 8, was closed May 1, by transferring the pupils to other schools.

The whole number of pupils enrolled, not including the enrollment in the normal school, was 10,138, which was 540 more than in the previous year. The per cent. of enrollment of the whole colored school population was 84, based on the census of 1880. Based on the estimated population, determined by the increase of population from 1870 to 1880, it was about 74.

The average number of pupils enrolled in the two cities was 8,191, which was 502 more than in 1884-'85. The average enrollment was 68 per cent. of the entire school population, based on the census of 1880, or 60 per cent. of the estimated population. The average number in daily attendance was 7,756, or 467 more than in the previous year.

The following table shows the number of pupils on the rolls the last day of each month and the average number of pupils enrolled each month; it also shows in each item the average number to the teacher:

[Normal school not included in this table.]

Months.	Number of pupils on the rolls the last day of each month.	Average number to the teacher.	Average number of pupils enrolled in each month.	Average number to the teacher.
September.....	9,048	52	8,666	50
October.....	9,318	53	8,944	51
November.....	9,108	52	8,916	51
December.....	8,857	51	8,119	47
January.....	8,589	49	8,274	48
February.....	8,113	47	8,059	46
March.....	8,036	46	7,944	46
April.....	7,812	45	7,769	45
May.....	7,648	44	7,288	42
June.....	7,448	43	7,253	41

In October there were 9,318 pupils on the rolls the last day of the month, or more than in any other month of the school year.

The largest average enrollment was 8,944, in October. The least average enrollment was 7,253, in June, or 1,691 less than in October. This large difference is to be attributed to the adverse circumstances which require the withdrawal of older pupils, in the more favorable season for employment, in procuring the necessities of life. The average number of pupils to the teacher, on the average enrollment, varied monthly, from 53 in October to 43 in June.

The following table gives the number, per cent., and average age of boys and girls enrolled in each grade, October 30, 1885:

Sex, grade, number, per cent., and age of pupils, October 30, 1885.

MALES.

Divisions, &c.	First year.	Second year.	Third year.	Fourth year.	Fifth year.	Sixth year.	Seventh year.	Eighth year.	High School.	Total.
Seventh Division:										
Number	554	364	302	205	141	70	39	25	.....	.....
Per cent	32.6	21.4	17.8	12.0	8.3	4.1	2.3	1.5	.....	.....
Average age	8.2	9.7	10.9	11.8	14.5	13.6	14.6	15.8	.....	.....
Eighth Division:										
Number	741	423	351	203	156	71	58	28	.....	.....
Per cent	36.5	20.8	17.2	10.0	7.7	3.5	2.9	1.4	.....	.....
Average age	8.2	9.7	10.7	11.2	12.9	13.7	14.0	14.7	.....	.....
Total	1,295	787	653	408	297	141	97	53	35	3,766
Per cent	3.44	20.9	17.3	10.8	7.9	3.8	2.6	1.4	0.9	.....
Average age	8.2	9.7	10.8	11.5	13.7	13.7	14.2	15.2	16.4	.....

FEMALES.

Seventh Division:										
Number	557	450	344	297	228	167	92	86	.....	.....
Per cent	25.0	20.2	15.5	13.4	10.3	7.5	4.2	3.9	.....	.....
Average age	7.8	9.8	10.9	11.8	13.2	14.0	14.7	16.4	.....	.....
Eighth Division:										
Number	856	483	434	328	242	167	103	79	.....	.....
Per cent	31.8	17.9	16.1	12.2	9.0	6.2	3.8	3.0	.....	.....
Average age	7.0	10.0	10.8	12.0	12.8	13.6	14.5	15.1	.....	.....
Total	1,413	933	778	625	470	334	195	165	184	5,097
Per cent	27.7	18.3	15.3	12.3	9.2	6.6	3.8	3.2	3.6	.....
Average age	7.3	9.9	10.8	11.9	13.0	13.8	14.6	15.9	16.8	.....
Grand total	2,708	1,720	1,431	1,033	767	475	292	218	219	8,863
Per cent	30.5	19.4	16.2	11.6	8.6	5.4	3.3	2.5	2.5	.....
Average age	7.7	9.8	10.8	11.8	13.2	13.7	14.4	15.7	16.8	.....

Though the school age begins at six years it is readily inferred from the above statistics that many do not enter school until a later age. The table shows that the average age of pupils in the first grade was between seven and eight years; in the second grade, between nine and ten years; in the third grade, between ten and eleven years; in the fourth grade, between eleven and twelve years; in the fifth grade, between thirteen and fourteen years; in the sixth grade, between thirteen and fourteen years; in the seventh grade, between fourteen and fifteen years; in the eighth grade, between fifteen and sixteen years; and in the High School, between sixteen and seventeen years.

At the date given above almost four-fifths of the pupils enrolled were in the first four grades. It will be seen that the disparity in the enrollment of boys when compared with that of girls is very marked after the fourth grade.

The following table presents the entire and average enrollment of pupils, the number of pupils in daily attendance, each with per cent. of increase and the percentage of attendance, based on the average enrollment for the last twelve years, embracing the entire period since the

consolidation of the separate board for these schools with the other boards of the District of Columbia into the present general board :

[Normal School not included in this table.]

Years.	Whole number enrolled.	Per cent. of increase.	Average number enrolled.	Per cent. of increase.	Average number in daily attendance.	Per cent. of increase.	Per cent. of attendance.
1874-'75	5,489	3.95	4,057	4.23	3,924	5.76	96.6
1875-'76	5,454	-----	4,434	9.29	4,354	10.95	98.1
1876-'77	5,954	9.16	4,841	9.17	4,749	9.07	98.1
1877-'78	6,515	9.42	5,649	16.69	5,525	16.34	97.8
1878-'79	7,731	18.66	6,285	11.25	6,128	10.91	97.6
1879-'80	8,061	4.26	6,573	4.58	6,412	4.63	97.4
1880-'81	8,146	1.05	6,567	-----	6,342	-----	96.6
1881-'82	8,289	1.75	6,763	2.98	6,536	3.05	96.7
1882-'83	8,710	5.07	7,070	4.53	6,815	4.26	96.2
1883-'84	9,167	5.24	7,225	2.19	6,895	1.17	95.5
1884-'85	9,598	4.70	7,689	6.42	7,287	5.68	94.9
1885-'86	10,138	5.62	8,191	6.52	7,756	6.43	94.6

The increase in the entire enrollment in the period named is nearly 85 per cent. The average enrollment has been doubled. The average per cent. of attendance is 96.7.

The enrollment, entire and average, for the year 1885-'86, is considerably in excess of the average for the period and compares very favorably with that of other years.

There were 3,906 cases of tardiness during the year. The number of cases to every 100 of the average number of pupils enrolled was 47, which was 2 more than in the previous year.

POPULATION AND ACCOMMODATION.

These two divisions of the public schools of the District of Columbia embrace all the public colored schools of Washington and Georgetown.

The number of colored children between the ages of six and seventeen, inclusive, in these two cities was, according to the United States census of 1880, 11,938. The increase of this school population during the decade beginning with 1870 and ending with 1880 was about 28 per cent. Taking this increase as a basis it is thought safe to say that the number of colored children of school age is at present about 14,000.

The schools of these two divisions are located in 15 buildings, of which 11 are owned by the District of Columbia and 4 are rented. The number of rooms occupied by the schools is 127, and of these 18 are in the rented buildings. These rooms furnish in the aggregate sitting capacity for 6,977 children. By comparing the number of seats provided for pupils with the estimated number of children of school age, it will be seen that the latter is 7,023 in excess of the former, or in other words there are 7,023 more children than seats for them.

Sufficient light, freedom from dampness, proper means of ventilation, and such general fitness of room construction as are favorable to order are admitted to be important in the promotions and maintenance of those conditions, physical and mental, essential to the well-being and well-doing of both teachers and pupils. In some of the school rooms, the large absence of these conditions is very marked, particularly in the two basement rooms of the Lincoln building, and, though to a less extent, in the basement rooms of the Stevens, Minor, John F. Cook, and Randall buildings. Some of these rooms were diverted from the use

for which they were intended to increase the accommodation. The sooner the provision of fit accommodation permits reversion to original uses the better, in every respect, for both teachers and pupils who, at present, are compelled to occupy them.

These decidedly objectionable rooms contain quite a large number of the sittings, which, if deducted from the aggregate, would show need of yet greater provision than that indicated by the difference between the number of the sittings and that of the school population. To meet to some extent this want of adequate provision for the school population, it was found necessary to have a number of rooms used each by two schools, one in the forenoon and the other in the afternoon. There were forty rooms daily occupied in this way by eighty schools of first, second, and third grades. The unseasonable session hours for one-half of such schools and the general inconveniences of such occupancy can be preferred only to the illiteracy which would necessarily follow from the exclusion of thousands from the benefits of the schools.

The very large dependence of this population upon the free instruction of the public schools makes the subject of ampler provision a very grave matter, not only to those for whom no provision has been made, but to the community of which they form so large a part. Thus far in the history of these schools the attendance has been wholly voluntary. It is scarcely reasonable to suppose that *all who do not attend* would voluntarily seek them, in event of ample provision; but that there can be enrolled a much larger percentage of the school population, without resort to compulsory measures, I have not the least doubt. No properly directed effort has yet been made to increase the enrollment, simply from the fact that sufficient provision has not been made for it, either in the accommodation or in the teaching force.

DISCIPLINE.

The number of suspensions during the year was 250, which was 69 less than the previous year. The number of pupils dismissed was 3, which was 5 less. The number of cases of corporal punishment was 159, or 27 less.

The following table presents the number of cases of suspension and corporal punishment, and the number of pupils dismissed for each of the last twelve years:

[Normal School not included in this table.]

Year.	Average enrollment of pupils.	Tardiness.		Corporal punishment.		Suspension.		No. of cases of dismissal.
		No. of cases.	No. of cases to every 100 pupils.	No. of cases.	No. of cases to every 100 pupils.	No. of cases.	No. of cases to every 100 pupils.	
1874-'75	4,057	2,977	73	589	15	238	6	202
1875-'76	4,434	543	12	266	6	146	3	121
1876-'77	4,841	565	12	334	7	141	3	132
1877-'78	5,649	745	13	456	8	229	4	30
1878-'79	6,285	1,044	16	525	8	276	4	82
1879-'80	6,573	1,478	22	663	10	397	6	86
1880-'81	6,567	1,844	28	552	8	437	7	59
1881-'82	6,763	1,759	26	396	6	327	5	23
1882-'83	7,070	2,035	28	157	2	330	4	8
1883-'84	7,225	2,352	32	125	2	346	5	13
1884-'85	7,689	3,462	45	186	2	319	4	8
1885-'86	8,191	3,906	47	159	2	250	3	3

Rule 35 requires that teachers shall practice such discipline in their schools as would be exercised by a kind and judicious parent in the family, always firm and vigilant, but prudent.

In the schools generally the character of the discipline was such as tends to insure reciprocal influences between teacher and pupil to develop good deportment, and to incite interest in study. In the reduced number of cases of discipline, when compared with those of other years, are seen more frequent appeals to the higher motives, and greater effort on the part of the teacher to awaken in the pupil a sense of propriety.

The fewer cases of corporal punishment are quite gratifying and attest the wisdom of the efforts put forth to prevent injudicious resort to it by requiring prompt personal report of each case of infliction. To the true teacher resort to this method of punishment must at all times be painful; but, thoughtful and farseeing, she is unwilling, when all milder methods have failed of subduing the incorrigible pupil, to prefer expulsion to it. In the latter lies an untried, though possible, chance for reformation; in the former, a removal, most probably, to the street—a school prolific in vice and crime.

EXAMINATIONS.

The examinations of the schools in the year, by the superintendent and supervising principals, were as follows:

The first and second semi-annual examinations of first, second, third, and fourth grade schools were, held, respectively, during the months of January and May.

The examinations of the third, fourth, fifth, sixth, seventh, and eighth grade schools in spelling were held from April 21 to 30, inclusive.

The oral examinations of the fifth, sixth, seventh, and eighth grade schools were made during April.

The written examination of fifth, sixth, seventh, and eighth grade schools was held June 15, 17, and 18; and that of the High School from June 7 to 9, inclusive.

Of the 7,059 pupils on the rolls, in schools from first to eighth grade, the last day of the school year, 5,159, or 73 per cent. of the whole, were promoted. The per cent. of promotions in the first four grades, or what is usually known as primary, was 72; the per cent. of promotion in the second four grades, or grammar, was 76.

HIGH SCHOOL.

The whole number of pupils enrolled was 247; the average number enrolled, 208; and the average number in daily attendance, 193.

The entire number enrolled was 75 more than in the previous year. Of this enrollment 210 were females and 37 males.

The inconveniences to which many of the pupils in attendance at this school are subjected, on account of its location, are very great. It should be centrally located. Its removal from the present building is also favored by the want of the rooms now occupied by it for schools of lower grades, to meet the wants of that section of the city in respect to accommodation.

The enrollment in the current school year is so large as to require the use of the entire building, except the basement rooms (which are poorly adapted to school-room use), and the two rooms occupied by the Normal School. This school has now reached such proportions in number as to require not only ampler accommodation, but a building of special construction, with such facilities as tend to insure the best results.

The following-named pupils were graduated June 11, 1886:

Leila L. Amos, Janie F. Bell, Adeline E. Berry, Ursuline V. Brooks, Eslander E. Car-
dozo, Helen A. Collins, Charles Cook, Laura Cross, Lilian B. Cross, Mary M.
Dowling, Martha B. Fisher, Lewis B. Freeman, Martha A. Gray, Emma A. Guil-
berry, Hattie L. Hawkins, Williana M. Harris, Jennie C. Jones, Stella A. Johnson,
Fannie B. S. Johnson, Emma L. Kinner, Alexina Laws, Ellen M. Lynch, Rebecca
F. Norton, William Pollard, Emma J. Prater, Susanna H. Reed, Mamie L. Tancil,
Anna E. Thompson, Virginia H. Tibbs, Lavinia E. Waring, Lilian L. Welsh, Rosa
J. Webb, Mary E. Wilson.

MINER NORMAL SCHOOL.

In the school-year of 1877-'78 an arrangement was made between the Commissioners of the District of Columbia and the trustees of the Institution for the Education of Colored Youth, by which this school might furnish yearly those specially trained for the teacherships of the public colored schools of the District. It provided that "the female graduates of the Public High School for the colored children shall, upon the recommendation of the principal of said High School, and the superintendent of the colored schools, and the approval of the trustees of the Miner Normal School, be entitled to admission to said normal school, and upon the successful completion of the usual course, and passing the required examination for teachership in the public schools, shall be given the preference over all other candidates for position of teachers in the primary grades of the public schools for colored children of Washington and Georgetown and the District of Columbia."

Experience afterwards showed the want of harmony of plans and action essential to the greatest good of both institutions represented in this school, and in recognition of it, at the beginning of 1879-'80 the following articles of agreement, which were signed by the two committees, one representing the public schools and the other the Institution for the Education of Colored Youth, were confirmed by the board of trustees of public schools of the District of Columbia:

First. That there be established a normal school for colored children of the public schools of the District of Columbia at the Miner school building, Washington City, agreeably to the provisions of a contract entered into between the District of Columbia and the Trustees of the Institution for the Education of Colored Youth, on the 16th day of August, 1877, and to be known as the Miner Normal School, and shall bear the same relation to the board of trustees of public schools and pupils of the colored schools of the District of Columbia as now exists between the Washington Normal School and pupils of the white schools of said District.

Second. That the trustees of the Institution for the Education of Colored Youth shall fix the salaries to be paid the principal teacher and the assistant teacher of said Miner Normal School, and shall pay the same and all other expenses of said school, except such as otherwise provided for in the contract referred to, from the Miner trust fund.

Third. That the trustees of the institution shall have the right to nominate the principal teacher and assistant teacher of said Miner Normal School, and the trustees of public schools shall have the right to confirm or reject all nominations. In case of rejection it will be the duty of the trustees of the institution to submit other suitable nominations for the action of the board of trustees of public schools.

Fourth. That the management of said Miner Normal School shall be vested in a joint committee of four, composed of two members of the school committee of the institution and two members from the committee on teachers of the board of trustees of public schools, who shall have the same authority over said Miner Normal School as the committee on teachers of the board of trustees of public schools now has over the Washington Normal School: *Provided*, That the acts of the joint committee shall be subject at all times to revision and approval by the committee on teachers of the board of trustees of public schools, to which quarterly reports must be made; *And provided further*, That the joint committee shall also at the same time submit a similar report to the trustees of the institution.

Fifth. That the power of removal of the principal teacher and assistant teacher of said Miner Normal School shall be vested jointly in the board of trustees of the public

schools of the District of Columbia and the executive committee of the Institution for the Education of Colored Youth.

Sixth. That this agreement can be terminated at the will of either board by giving not less than thirty days' notice in writing.

The course of study, which extends through one year, is the same as that for the Washington Normal school.

The annual examination for admission to this school was held June 6, 1885. Twenty-six candidates, all graduates of the High School, were present. Of these the twenty ranking highest were admitted to the school in September, and graduated from it June 10, 1886.

The following is a list of the names of the graduating class:

Alice V. Ashton, Rebecca J. Baldwin, Georgia Brooks, Cornelia B. Costin, J. Eleanor Datcher, Emma Davis, Josie B. Evans, Amelia J. Heathman, Jane M. Hill, Nannie T. Jackson, Rosa Johnson, Martha Liggons, Lyda Malvan, Sarah Riddles, Annie V. Ryder, Emily N. Sewall, Anna Smith, M. Bessie Smith, Mary M. Syphax, Carrie H. Thomas.

The diploma of the Miner Normal School, in accordance with a rule of the board which provides that graduates of said school who have taught not less than one year and given evidence of their ability to govern and instruct a school shall receive it, was conferred upon the graduates below:

Matilda B. Cook, Bettie E. Hudnell, Erminie F. Shimm, Alverta Taylor, Clara T. Chase, Mary A. Ross, Emma E. Scott, Alice Wills, Charity Heathman.

The conviction gains steadily that professional training is an indispensable factor in the improvement of schools; and as the trustees of the Miner fund have given notice of their intention to withdraw from the support of this school at the close of the current school-year, I would recommend that the board of trustees of the public schools make due provision for a normal school for these two divisions.

NIGHT SCHOOLS.

Two night schools, one for males and the other for females, were opened in the Sumner building, December 7 and 8, and continued to April 23. Each school had two sessions per week, the session lasting from 7.30 to 9.30 o'clock. The entire number of sessions to each was thirty-seven.

The average nightly attendance was 108 in the former, and 124 in the latter. Except that none within the public school ages (six to seventeen years) were admitted without giving satisfactory evidence of inability to attend the day schools, there was no restriction as to age in the admissions to these schools. The pressure for admission was so great that it was not possible, with the extent of means provided, to accommodate more.

Two corps of teachers, each having one principal and three assistants, were employed. The teachers were selected from the corps of day-school teachers, and with special reference to their general fitness for this work.

The expenses of these schools were borne partly by the District of Columbia and partly by an association of ladies, who were very active in their efforts to have them established and who maintained during the entire term of their sessions a lively and deep interest in their work and success.

The avidity with which those enrolled in these schools seized and improved the opportunity thus presented to them for instruction, and the interest which they maintained by their regular attendance to the close of the term, present strong encouragement for the establishment of pub-

lic night schools, under such restrictions as to admission as, after consideration, may be deemed wisest, sufficient in number to provide properly for this community.

TEACHERS.

The whole number of teachers employed during the year was 174, or 12 more than in the previous year. Of this number 164 were females and 10 males. In schools from first to the eighth grade, inclusive, there were 150 teachers and 5 sub-assistant teachers; in the high school, 1 principal teacher and 5 assistant teachers; in teaching vocal music, 2 teachers; and in teaching drawing, 1 teacher.

Very many of the teachers have had long local experience. The good effects of this retention are clearly set forth in the results annually attained. Another very gratifying circumstance is the constant increase of teachers specially trained for the position. The number of normal graduates now holding teacherships in these schools is 103, and of that number 97 were educated in these schools.

Nearly one half of the teachers are in charge of first and second grade schools, and of the number holding these teacherships, I think it safe to say that at least 90 per cent. are desirous of promotion to higher grades of schools, not generally, as might be supposed, with the belief that they are more suited to those grades, or can in them effect better results, but with the object of securing the greater pecuniary compensation which follows the advancement in grade.

The importance of securing the most capable talent for the teacherships of the lowest grades, and especially the lowest grade, cannot be overestimated. To make the teacherships of such grades not only desirable to obtain, but to retain, greater pecuniary inducements, at least relatively when compared with the compensation allowed to teacherships of higher grades, than now exist should be offered.

It will scarcely be questioned that very much of the deficient scholarship and absence of proper mental discipline, seen in later years of school life, are due to the lack of judicious and efficient training and direction at the very threshold of it. In the perpetuation of schools inexperienced teachers must be given opportunity to gain experience; but, as a rule, it would be wiser to restrict them largely to that period of school-life in which the mental powers of the child will have been sufficiently developed and strengthened to protect itself, measurably at least, from the errors of inexperience.

In my opinion that degree of permanency in grade teaching which promises largely of good results is made almost impossible by the present opposing pecuniary inducements; therefore I would recommend that the salary of the teacher be determined not by the grade taught, but by the character of the work performed.

INDIGENT PUPILS.

The number of pupils to whom books were loaned on account of indigent circumstances was 991. This number was 120 less than in the previous year. The per cent. of pupils thus receiving books, based on the whole number of pupils enrolled, was nearly 10. This per cent. is not large when the circumstances in life of very many of this population are considered, and it indicates a degree of self-reliance worthy of commendation.

EXPENDITURES.

The entire expenditures for the year, which include those for permanent improvements, sites, buildings, and furniture, were \$163,091.34. The increase over the preceding year was \$14,486.36.

I have not the expenditures in detail, therefore I am not able to give the average cost per pupil.

The following table, by giving in succinct form the annual expenditures in these schools, beginning with the school year 1874-'75, when the board of separate management for these schools was discontinued, and ending with 1885-'86, affords ready means for comparison.

In the total cost per pupil it will be seen that there is quite an appreciable decrease between the first and last year named, in which full details are given, and that the prevailing decrease, from year to year, in the period embraced, is generally favorable to economical management.

[Normal School not included in this table.]

	Salaries of teachers and superintendent.	Contingent expenses.	Permanent improvements.	Total expenditures.	Increase.	Decrease.
1874-'75.....	\$62,913 65	\$18,387 79	\$80 00	\$81,381 44		
1875-'76.....	63,805 73	22,423 00	15,614 15	101,842 88	\$20,461 44	
1876-'77.....	66,257 58	17,469 68	23,547 07	107,274 33	5,431 45	
1877-'78.....	70,900 00	21,860 45	13,545 41	106,305 86		\$968 47
1878-'79.....	76,661 18	21,927 94	263 00	98,852 12		7,453 74
1879-'80.....	81,031 14	22,960 16	343 20	104,334 50	5,482 38	
1880-'81.....	84,532 35	23,651 85	36,645 62	144,829 82	40,495 32	
1881-'82.....	90,004 43	10,233 19	9,409 18	109,646 80		35,183 02
1882-'83.....	90,947 38	34,311 01	23,017 46	148,275 85	38,629 05	
1883-'84.....	94,570 50	32,805 20	5,704 91	133,080 61		15,195 24
1884-'85.....	101,066 12	24,086 16	23,452 70	148,604 98	15,524 37	
1885-'86.....	108,995 82			163,091 34	14,486 35	

	For each pupil.					Number of teachers.	Number of pupils to each teacher.	Average salary to each teacher.
	Tuition.	Incidentals.	Total cost.	Increase.	Decrease.			
1874-'75.....	\$15 51	\$4 53	\$20 04			88	48	\$686 51
1875-'76.....	14 40	5 06	19 46		\$0 58	89	52	688 82
1876-'77.....	13 69	3 82	17 51		1 95	92	54	693 01
1877-'78.....	12 55	3 87	16 42		1 09	108	54	628 24
1878-'79.....	12 20	3 49	15 69		73	118	55	623 82
1879-'80.....	12 33	3 49	15 82	\$0 13		128	53	615 48
1880-'81.....	12 87	3 60	16 47	65		134	50	614 05
1881-'82.....	13 31	1 51	14 82		1 65	143	48	613 66
1882-'83.....	12 86	4 85	17 71	2 89		147	50	603 38
1883-'84.....	13 08	4 54	17 62		09	154	48	599 48
1884-'85.....	13 14	3 13	16 27		1 35	162	47	609 97
1885-'86.....						174	47	

STATISTICS.

The usual statistics, which have received such attention during the year as to insure accuracy, are full and complete.

They have been put in such form as will permit easy reference to results in the schools as a whole, or to results in the individual school.

If desired, to accompany this report, a copy will be furnished.

INDUSTRIAL EDUCATION.

Public sentiment is becoming more and more pronounced in favor of industrial training in the public schools.

During the school year ending June, 1885, classes for sewing were organized among the girls in several of the schools, and generally the last hour of the school week was devoted to the work. These classes were under the regular teachers, who, from their want of special training to instruct others in this direction, could not effect the best results. The experiment, however, was measurably successful, inasmuch as it showed that such work can be done without loss to the regular work of the schools; and it furnished satisfactory evidence that, under special expert training and direction, all that may be reasonably desired can be attained. The sewing hour seemed not only to present recreation, but to aid in the accomplishment of the regular school work. In my opinion the expense that would be necessary for the employment of a special teacher in sewing would be inconsiderable in comparison with the results and good attainable. It would be a positive step in the direction of industrial education, and might prove to be the entering wedge for the introduction of hand work on a larger and varied scale.

No movement on the industrial line favorable to the boys has been made in these schools. Here, however, from the nature of the work adapted to them, greater difficulties confront us, both in the outlay for the outfit and in the amount and character of the teaching force. The way, in my opinion, to overcome eventually these difficulties is, by actual trial, on the smallest and least expensive scale, to endeavor to convince that such education is feasible and invaluable in what it offers toward properly preparing and fitting for life, and then to await that full conviction of the public mind as to its wisdom which will demand and procure the means necessary to perfect it.

In an earlier portion of this report, I have shown that there is great disparity in the enrollment in the higher grades of school, between the two sexes. In the opportunity afforded through education of this character for attainments better preparing them for the practical in life, in my opinion, the school life of the boy will be materially lengthened.

Such education in the development of mechanical aptitude promises aim to life, the wisdom of which will be attested by the improved morals of the youth of the community. It will be of great benefit to the youth of this population whose large exclusion from those opportunities tending to mechanical pursuits inclines to make them, in their enforced idleness, easy prey to vice and crime.

Whether considered as a means for intellectual cultivation or for the practical in life, this subject is entitled to due consideration.

The statistics for the month of October (current school year) show an enrollment of 9,558 pupils, or 240 more than in the corresponding month of last year. There has been no increase in the number of seats provided for pupils. To accommodate the increased enrollment, the number of schools with reduced session has been increased from eighty in the last year to eighty-eight in the current year. Of these eighty-eight schools, which occupy forty-four rooms, thirty-nine are of first grade, twenty-six of second grade, seventeen of third grade, and six of fourth grade. In the reduced time for session the work prescribed for the grade will, as a rule, be unfavorably affected as the grade advances.

It is apparent that the greatest and most pressing need of the schools of these two divisions is accommodation—buildings, not only to meet

properly the wants of the present enrollment of the school population, but also to justify measures to secure the enrollment of the large portion of the school population as yet wholly unprovided for.

I would recommend the erection of four eight-room school buildings for schools from the first to the eighth grade, inclusive, with locations as follows: One in the northern part of the city, one in the eastern, one in the southern, and one to meet the needs of that portion of the school population more centrally situated, and who cannot receive any of the benefits of the present public-school provision without much inconvenience on account of distance.

I would also recommend that such portions of the Miner building as are now occupied by the High School be given to schools of lower grades, and that a building of special adaptation to such school be erected at some point offering greater accessibility to the entire school population.

G. F. T. COOK.

Superintendent

BOARD OF TRUSTEES OF PUBLIC SCHOOLS, DISTRICT OF COLUMBIA.

Name.	Residence.	Place of business.
LOCAL COMMITTEE.		
<i>First Division.</i>		
J. J. Darlington	1334 I street, N. W.	410 Fifth street, N. W.
<i>Second Division.</i>		
John W. Ross	National Hotel	410 Fifth street, N. W.
<i>Third Division.</i>		
Appleton P. Clark	119 Sixth street, N. E.	220 Four-and-a-half st., N. W.
<i>Fourth Division.</i>		
Roswell A. Fish	1208 Virginia avenue, S. W.	Treasury Department.
<i>Fifth Division.</i>		
W. W. Curtis	1401 Thirty-first street, N. W.	925 F street, N. W.
<i>Sixth Division.</i>		
A. H. Witmer	St. Elizabeth Insane Asylum	St. Elizabeth Insane Asylum.
John R. Francis	2112 Pennsylvania avenue, N. W. ..	2112 Pennsylvania ave., N. W.
<i>Seventh Division.</i>		
Henry Johnson	2132 Seventeenth street, N. W.	Office Recorder of Deeds.
<i>Eighth Division.</i>		
James M. Gregory	Howard University Grounds	Howard University.
OFFICERS OF THE BOARD.		
<i>President.</i>		
J. J. Darlington	1334 I street, N. W.	410 Fifth street, N. W.
<i>Secretary.</i>		
J. G. Gurley	3055 Q street, N. W.	Franklin Building.
<i>Superintendent of Schools in the First Six Divisions.</i>		
W. B. Powell	1221 I street, N. W.	Franklin Building.
<i>Superintendent of Schools in the Seventh and Eighth Divisions.</i>		
George F. T. Cook	1537 K street, N. W.	Sumner Building.

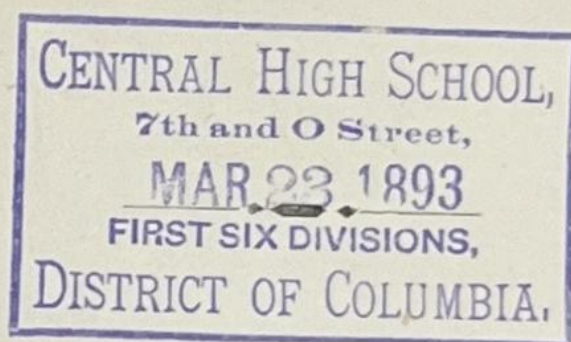
Meetings of the Board of Trustees.—The stated meetings of the Board of Trustees are held on the second Tuesday of each month, and also on the last Tuesday in June.

STANDING COMMITTEES OF THE BOARD.

<i>Rules</i>	Messrs. Clark, Johnson, and Curtis.
<i>Ways and Means, Supplies and Accounts</i>	Messrs. Johnson, Fish, and Clark.
<i>Buildings, Repairs, and Furniture</i>	Messrs. Witmer, Fish, and Gregory.
<i>Normal and High Schools</i>	Messrs. Ross, Curtis, and Francis.
<i>Teachers and Janitors</i>	Messrs. Gregory, Clark, and Darlington.
<i>Text-books, Studies, Examinations, Promotions and Scholarships</i>	Messrs. Fish, Ross, and Gregory.
<i>Penmanship and Music</i>	Messrs. Francis, Witmer, and Ross.
<i>Industrial Education and Drawing</i>	Messrs. Curtis, Johnson, and Darlington.
<i>Library and Annual Report</i>	Messrs. Darlington, Witmer, and Francis.

REPORT
OF THE
BOARD OF TRUSTEES OF PUBLIC SCHOOLS
OF THE
DISTRICT OF COLUMBIA
TO THE
HONORABLE COMMISSIONERS.

1886-'87.



WASHINGTON:
GOVERNMENT PRINTING OFFICE.
1887.

Board of Trustees of Public Schools, District of Columbia.

LOCAL COMMITTEES.

Division.	Name.	Term expires.	Address.
First	J. J. Darlington, LL.D	Sept. 13, 1889	410 Fifth street, N. W.
Second	John W. Ross, LL.D	Sept. 13, 1889	Do.
Third	James W. Whelpley, esq	Sept. 13, 1888	Treasury Department.
Fourth	Ros. A. Fish, esq	Sept. 13, 1890	District Building.
Fifth	W. W. Curtis, esq	Sept. 13, 1890	325 F street, N. W.
Sixth	A. H. Witmer, M. D	Sept. 13, 1888	St. Elizabeth Insane Asylum.
	James M. Gregory, A. M	Sept. 13, 1890	Howard University Grounds.
Seventh	John R. Francis, M. D	Sept. 13, 1889	2112 Pennsylvania avenue, N. W.
Eighth	L. A. Cornish, esq	Sept. 13, 1888	Bureau of Engraving and Printing.

OFFICERS OF THE BOARD.

President.—JOHN W. ROSS, LL. D., 410 Fifth street, N. W.

Secretary.—J. G. GURLEY, Franklin School.

Superintendent of schools.—W. B. POWELL, A. M., Franklin School.

Superintendent of colored schools.—G. F. T. COOK, A. M., Sumner School.

MEETINGS OF THE BOARD OF TRUSTEES.

The stated meetings of the Board of Trustees are held on the second Tuesday of each month, and also on the last Tuesday in June.

STANDING COMMITTEES OF THE BOARD.

Rules.—Messrs. Ross, Darlington, Francis.

Ways and means, supplies and accounts.—Messrs. Whelpley, Fish, Cornish.

Buildings, repairs and furniture.—Messrs. Cornish, Witmer, Ross.

Normal and High schools.—Messrs. Darlington, Curtis, Francis.

Teachers and janitors.—Messrs. Gregory, Witmer, Whelpley.

Text-books, studies, examinations, promotions and scholarships.—Messrs. Fish, Curtis, Gregory.

Penmanship and music.—Messrs. Francis, Whelpley, Ross.

Industrial education and drawing.—Messrs. Curtis, Fish, Cornish.

Library and annual report.—Messrs. Witmer, Darlington, Gregory.

REPORT OF THE COMMITTEE ON LIBRARIES AND ANNUAL REPORT.

To the honorable the Commissioners of the District of Columbia:

We have the honor to submit herewith the report of the Board of Trustees of the public schools for the year ending June 30, 1887.

For statistics of attendance, accommodations, number of teachers employed, expenditures, and other similar subjects of appropriate inquiry, reference is made to the very full and accurate reports to the Board of Superintendents Powell and Cook, which are adopted and appended as a part of this report.

ACCOMMODATIONS.

The very liberal provision made by Congress at its last session for increase and improvement of the school-room accommodation afforded the children of this District will, upon completion of the seven new buildings provided, happily relieve to a considerable extent the unfortunate state of affairs disclosed in the report of the Board for the year ending June 30, 1886.

As, however, the startling insufficiency of the accommodation provided, and the unsanitary, unsuitable, and dangerous character of a considerable portion of it therein referred to, were not the result of inadequate provision in the appropriation bill of any one year for the constantly, and, happily, growing demands of our public schools, so, as is demonstrated by the reports of the two superintendents, and the estimates for the ensuing year heretofore submitted, it will require another and at least as liberal an appropriation for the same purpose to afford accommodation equal to the imperative needs of the schools. The increase in attendance for the current over that of the last school year is 1,550 pupils, or enough, of themselves, to fill 4 of the 7 new buildings provided.

The 3 remaining new buildings, together with 2 others provided for the preceding year, and now completed, supply accommodation for 40 schools of 50 pupils each. But the statistics accompanying the report of Superintendent Cook show that, of the 168 schools for colored children in operation last year, 92 schools, or considerably more than one-half, were compelled to be restricted to half-day exercises, for the reason that the school rooms were 46 less in number than the schools to

be accommodated. To this add the fact, as shown by the same report, that 25 of the school rooms thus provided and used are "very objectionable for such uses," by reason of "dampness, insufficiency of light and means of ventilation, too limited dimensions," and general inadaptability of construction, and some idea of the needs of the colored schools alone, in the particular of additional accommodations, may readily be conceived.

The statistics for the first six divisions accompanying the report of Superintendent Powell, embracing all the white schools and the colored schools outside the city limits, show the number of schools to have been 400, and the number of school rooms, owned and rented, good, bad, and indifferent, to have been 331, necessitating half-day limitation upon 134 of the 400 schools, a little more than one-third of their number. And of the 331 rooms occupied, 30 of those owned and nearly all of the 25 rented rooms, are shown to be dark, small, and inconvenient, without means of ventilation, dangerous to the health of the pupils, and entirely unfit for school purposes.

It is not a sufficient answer to the considerations here presented, that, as has sometimes been suggested, many of the pupils subjected to the half-day limitations are of tender years, for whom a school day of three hours is sufficient. Apart from the forcible presentation of the objections to the half-day system, even in the case of the primary grades, presented in the annexed report of Superintendent Powell, emphasized by the concurrent testimony of the supervising principals, embodied in the reports of some of them, that the afternoon half-day schools are irregularly attended and marked by deficient progress on the part of the pupils, the fact stands out that, among the whites, the 134 half-day schools fell only nine short of equaling the entire aggregate of schools of the first, second, and third years, which were 143 in all; and that, in the colored schools, apart from the fact that the half-day system extended up into the fourth grade, the statistics show that the educational privileges of very nearly two-thirds of the colored children in the District of Columbia are restricted to the first and second grades.

The total attendance of colored children, outside of the High School was 10,069, and of these 6,028 were in the first and second grades. To make those grades half-day schools, therefore, is to take away one-half of the school life of those pupils.

As stated in the last report of the Board, we employ and pay teachers enough to conduct the exercises of every one of the schools during the whole of every school day in the year. If only sufficient school-rooms were provided, every pupil could have the benefit of the whole of every school day throughout the year, without the cost of a single additional dollar. As was stated in that report—

We occupy precisely the attitude, from a business stand-point, of an employer who finds it necessary to engage and pay the wages of a thousand skilled employés, but who receives the benefit of only half-days' labor from a third of their number because of his own refusal to provide working room for them all.

From the foregoing it will be apparent that responsibility for the fact, if it be a fact as has been charged, that "thousands of children have been practically denied admission to the schools," does not rest with the trustees. Every legally qualified applicant, of whatever color, race, or condition, has been promptly admitted into the schools, and provided with a competent teacher, the best the Board has been able to secure, for the whole of every school-day in the year. Here the functions of the Board in this particular end. It has no power to provide for the erection of school buildings. If it had that power, the school accommodations of the District would equal the imperative needs of the school population. In the absence of it, it can only set forth distinctly and clearly what those needs are, as it did in its last report and as it attempts to do here, and urge upon your honorable body, and upon Congress as well, the importance and duty of supplying them.

THE WASHINGTON HIGH SCHOOL.

Your attention is again invited, respectfully but most urgently, to the imperative necessity of enlarging the Washington High School Building. In our report for last year, the following language was employed upon this subject:

The present High School Building is crowded to its utmost capacity, and, with a largely increased attendance over that of last year in the schools of the eighth grade, it necessarily follows either that the capacity of that building must be enlarged before the opening of the next school-year, or that a large number of pupils entitled to admission there must be excluded for want of accommodation. The latter alternative is one which, in justice to the youth of the District and to the community, every effort, it is hoped, will be exerted to avert.

The failure of this recommendation to meet the approval of Congress has been attended by the unfortunate consequence, as shown by the report of Principal Paul, that 150 of our pupils, whose proficiency and deportment have entitled them to admission to the High School, are unavoidably denied its privileges except for one-half of each day of the school year. At the present rate of increase in attendance, no diminution of which is either to be expected or desired, the number of pupils so circumstanced will, for the next and succeeding years, inevitably be considerably larger, unless additional accommodation is provided; resulting in a discrimination between equally meritorious pupils neither fair nor just, and a hurtful restriction of school privileges as to a large number of them, to which they should not be subjected.

The self-obviously necessary enlargement thus recommended by the Board in its report for last year was antagonized, and presumably defeated by the objection that the accommodation for the lower grades was also insufficient, and that, of the two, the latter were entitled to paramount consideration.

If the alternative really is to deprive either the lower or the higher grades of educational opportunity, this Board concurs unanimously and

most heartily in the proposition above stated. It is deemed proper, however, to invite your attention, and through you that of the law-making power, to the following considerations, namely:

In all grades below the High School, each school of children is under the charge of a single teacher, taught in a single room, and requiring little or no apparatus or appliances for their due and efficient instruction other than such as can be readily supplied to the room they occupy. Until, therefore, school buildings adequate to the accommodation of the school population of this District can be afforded, the evil can be at least alleviated by the creation of a rental fund, such as was given us for the current year by Congress at its last session, by the aid of which the accommodations we have can be supplemented by such as can be rented. These are frequently, and indeed generally, not well adapted to the purpose, and should be availed of only by reason of emergency, until adequate and suitable accommodations can be provided.

No such temporary relief, however, can be afforded the pupils of the overcrowded High School. In it the instructors teach, not classes, but subjects. The same teachers instruct in due rotation, in the same classrooms and with the aid of the same apparatus, all the classes in the natural sciences, for example; and so it is with the instructors in language, in mathematics, and in each of the other subjects taught. It is, consequently, indispensable that the High School Building should accommodate all High School pupils. Supplemental accommodations in the way of rented school-rooms would necessitate supplemental sets of teachers, apparatus, and appliances, which it would, of course, be impossible to provide.

In the light of these facts, and with a view to the due accommodation and advantage of all the school-going population of the District, the enlargement of the High School Building before the opening of the next school year is, in the opinion of the Board, a public necessity, urgently calling for prompt attention at the hands of the Commissioners and of Congress.

Attention is especially invited to the following statement in reference to the graduates of the High School, contained in the report of Principal Paul: "So far as is known, and the principal's acquaintance extends to all the male graduates, there is no one who is not engaged in some useful and active vocation." Attention is also called to the honorable distinction already attained in its comparatively brief career by this branch of the public schools of the District, as indicated in the extracts from articles of Prof. H. B. Adams, of the Johns Hopkins University, and Prof. A. B. Hart, of Harvard College, quoted in the principal's report.

The Board regrets to note the loss of four of the best of the High School teachers, resigned in June last to accept positions in private institutions, at higher salaries. The fact emphasizes its own suggestion.

COLORED HIGH AND NORMAL SCHOOLS.

The recommendation contained in our last report relative to a new and suitable building for the Colored High School is also herewith renewed with increased earnestness. The building at present used in part for the purposes of this school is in an extremely inconvenient location for the great body of the pupils for whom it is designed; it has little or no special adaptation for the purpose, and, in addition, every available seat in it is urgently needed to supply the wants of the section of the city in which it stands for schools of lower grades. The number of pupils in attendance is now between three and four hundred; the school is a most useful and important factor in the moral and intellectual development of a large and deserving portion of the population of the District, bearing their due share of taxation and other public burdens; and we submit that a suitable high school building, comparing favorably in location and appointments with the Washington High School, is both necessary and just.

Prior to the current school year the salary of the principal of the Miner or Colored Normal School was paid by the trustees of the Miner fund. Our last report called attention to the fact that the trustees would withdraw from that arrangement at the close of the then current year, and that adequate provision for the normal school in question for the year now current was therefore rendered necessary. The appropriation bill for the current year, however, imperatively forbade any increase in the number of teachers receiving \$900 per annum or upwards; and the principal of this school, Miss Lucy E. Moten, having theretofore been employed and paid as above stated, and consequently not appearing at all upon the roll of teachers of the public schools of the District of Columbia, the Board was powerless to offer her any higher salary than \$850 per annum, or \$500 less than the salary heretofore paid her by the trustees of the Miner fund, as, also, \$500 less than is paid for like service in the Washington Normal School. The Board desires publicly to recognize the devotion to her work which has induced Miss Moten to continue in her position under the circumstances above stated, and also to urge, not only that a salary of \$1,350 per annum be authorized for her for the ensuing year, but that an additional appropriation of \$500 be asked to relieve the hardship upon her for the present year, resulting, it must be believed, merely from an inadvertence in the appropriation.

NIGHT SCHOOLS.

The appropriation for the maintenance of night schools for the past school year, \$2,500, was applied in equal shares to the establishment and conduct of schools for white and colored pupils. Six schools in all, three for each class, were maintained, opening in November and closing in March, the instructors in each school consisting of one principal

and three assistant teachers. The total number of sessions were 52, lasting two hours each. A total enrollment of 544 in the white and an average enrollment of 467 in the colored schools is reported, indicating an actual attendance of about 1,000, about equally divided between the two races.

With a view to accomplishing the greatest good to the greatest number, the three white schools were established at the Franklin, the Henry, and the Peabody Buildings, all in the city of Washington. All applicants were fairly accommodated in these several schools; but their location of necessity practically confined their benefit to residents of Washington and Georgetown. It is highly desirable that schools, upon, of course, a more limited but suitable scale, should also be established at or near Anacostia, Tennallytown, and Benning's, for the accommodation of residents of the rural sections of the District, quite a number of whom have been desirous of participating in the benefit of the night schools.

The night schools for the colored people were located in the Sumner, Cook, and Lincoln Buildings, and, as shown by the report of Superintendent Cook, these schools were wholly inadequate to accommodate the applicants, many of whom failed of admission.

The course of instruction in the night schools included the subjects of arithmetic, English composition, including business and letter forms, history and geography of the United States, and penmanship, together with courses of lectures on physiology and hygiene, physical geography, and civil government.

That these schools, organized and maintained for the benefit of persons whose circumstances in life preclude attendance upon the ordinary day schools, are doing a good and useful work, is abundantly manifested, both by the number and the marked interest of the students in attendance. The Board respectfully recommends that the appropriation for their maintenance be increased to at least \$7,500, which sum, it is hoped, will admit of adequate accommodations for all applicants, and also of the establishment of schools at several convenient points in the county, for the accommodation of persons to whom the city schools are inaccessible.

MANUAL TRAINING.

The school year ending June 30, 1887, is, it is believed, destined to become a notable one in the history of our public schools as that in which manual training was first introduced. The appropriation for the purpose, though enough perhaps for a beginning, was too small to admit of the introduction of this added feature upon any extended scale. The establishment and due equipment of a successful school of wood-work, in the High School Building was the utmost that could be

effected with the means at the command of the Board. The extent and character of its success is shown in the report of Principal Paul.

The appropriation of \$5,000 for the purpose of industrial education for the current year has rendered possible a considerable enlargement of the facilities for manual training, with a gratifying prospect of usefulness. Schools of wood-work have been established in several localities for instruction of male pupils in the seventh and eighth grades, as also cooking schools for instruction of females of those grades; while at the High School Building a school of metal-working, including iron and steel forging, molding, and turning, is in successful operation. The work is popular, and gives promise of great usefulness. An appropriation of \$10,000 for the ensuing year is earnestly recommended, both that the work may be extended, and that facilities for it may be afforded pupils of proper age in all the divisions. The appropriation for the present year has been insufficient for the latter purpose, enabling the establishment of manual schools in only five of the eight divisions. Constructive drawing, however, which may justly be included as a useful part of such training, is now taught, with good results, in all the divisions and in all the grades.

THE PAY OF TEACHERS.

The full text of the restriction in the appropriation bill above referred to is as follows:

No increase in salaries paid to teachers in grades now receiving \$900 or more, and no increase in the number of teachers in any of such grades, shall be made.

Several inconveniences, all of which it is conceived must have been unforeseen, have resulted from this restriction.

In the first place, the annual increase in the attendance of pupils necessitates annually an increased number of schools in all the grades; and accordingly three new eighth grade schools have been indispensably necessary to accommodate the pupils in that grade for the current year. The minimum pay of an eighth grade teacher is, and for many years has been, \$900 per annum; and as this fact was shown by the annual estimates and other data before the committees of the two Houses on appropriations when the restriction was imposed, the board has been in great doubt whether it was not intended to be a prohibition against any increase in the number of eighth grade schools. As the only alternative against closing the schools to some 150 pupils, and upon the advice of the attorney for the District of Columbia, whose opinion in the premises was obtained, the additional schools required were established and teachers of the seventh grade placed in charge of them. The fact is frankly stated, in order that if the legislative intent has been unintentionally violated, the violation may be promptly pointed out and corrected. It is difficult, however, to conceive of an intention upon the part of Congress either to limit the number of eighth grade schools so

as to exclude any portion of the duly qualified applicants for admission to them, or to require that any portion of the schools of this grade shall be taught by either inferior or else by inadequately compensated teachers.

In the second place, the restriction in question disqualifies all teachers receiving \$900 or more per annum from promotion, or from receiving any increase in salary, which amounts to the same thing. Consequently, wherever vacancies have occurred in positions paying more than \$900 per annum, it has been necessary to pass over all teachers whose salary equals that sum and fill such vacancies either from the lower grades, or else by the appointment of outside applicants of whose qualifications and efficiency but an imperfect prior knowledge could at best be had. A restriction carrying with it such consequences is, it is submitted, neither just nor expedient. It is demoralizing to teachers, and tends greatly to impair the efficiency and best interests of the schools.

ANNUAL INCREASES.

For many years prior to the existence of the present Board of Trustees, and down to the commencement of the present school year, the principle of requiring teachers to enter upon their work at a minimum salary, and of making a small addition thereto from year to year for a limited period in the case of teachers whose efficiency and success were found to merit retention in the service of the Board, has prevailed. The limited appropriation for the pay of teachers for the current year has rendered it, much to the regret of the Board, imperatively necessary to at least temporarily discontinue this method, except as to teachers whose salaries are less than \$500 per annum. The latter class of teachers have received their annual increases as heretofore.

Discontinuance of the plan in question has produced much dissatisfaction among the teachers, and at least an apparent inequality as between a good many of them. Newer teachers, whose work has necessarily been somewhat inferior to that of the more experienced teachers in their respective grades, have always been content to receive the smaller salary, under a rule which insured to them the same compensation as the older teachers at the end of a reasonable period of probation and gradation. The unavoidable suspension of the rule for the present year, however, has necessitated varying rates of compensation to teachers in all the grades receiving salaries in excess of \$500 per annum, with no certainty that the newer and consequently more poorly paid teachers will receive equal compensation with their fellow-teachers, even after they shall have attained substantially equal experience and efficiency.

If Congress shall pass a law plainly prohibiting the system here referred to, it would become the duty of the Board to fix a uniform, average salary for the teachers in the several grades, reducing the pay of

the more experienced and increasing that of the newer teachers for the purpose; and if such a law is passed, that duty will be promptly performed. After careful study of the question, however, and with no possible interest in it except the welfare of the schools and just regard for the good of the teachers, the best judgment of the Board is unservedly in favor of the system of annual increases for a limited period, which has met the concurrence and approval of all our predecessors in office, which, in its practical workings, our own experience approves, and the principle of which is observed almost without exception wherever the public school system prevails. If it is the wish of Congress that it should be discontinued, it will be easy for that body to distinctly express such wish, in which event, as above stated, the change will be immediately made; but we submit that the Board should neither be required nor expected to take a step which its judgment does not approve from no other light than that of uncertain inference and conjecture from reductions and restrictions in appropriation bills.

The opposition to these annual increases is believed to rest in considerable measure upon a misapprehension which has not unnaturally arisen from the use of the term "longevity increases" in connection with them; creating the impression in the minds of some of the firmest friends of our schools that they are allowances to aged or worn-out teachers, analogous in principle to pensions. On the contrary, however, the maximum salary in any grade is, and always has been, attained in the fifth year of service therein; up to which time, the added experience and efficiency of the successful teachers is thought to justly merit a slight annual increase in compensation. In a majority of the grades, the maximum is attained in the third year.

With the view to placing the information before the Commissioners and Congress, the Board has instituted inquiry concerning the rule followed in this particular in all the larger cities of the Union. The responses received and now in its possession disclose no localities in which the system, substantially as pursued here, is not followed except in the cities of Charleston, S. C., New Orleans, La., and Louisville, Ky. In Albany, N. Y., Lowell, Mass., and Baltimore, Md., the period during which the annual increases are given is three years; in Buffalo and Rochester, N. Y., it is four years; in Boston, Mass., Saint Louis, Mo., Indianapolis, Ind., Milwaukee, Wis., and Minneapolis, and Saint Paul, Minn., it is five years, as here; in New Haven, Conn., and Cleveland, Ohio, it is six years; in Providence, R. I., it is seven years; in Detroit, Mich., and San Francisco, Cal., it is ten years, and in Jersey City, N. J., it extends over the period of twelve years.

The foregoing considerations are submitted, at greater length perhaps than the relative importance of the subject demands, in order that the subject itself, and the attitude of the Board towards it, may no longer be misunderstood, and that such legislation may follow as may clearly indicate the intent of Congress in regard to it. If that intent

shall be at variance with the practically unanimous sense and practice of other communities in which the public school system prevails and most flourishes, and with the best judgment of this Board as well, it will be none the less unhesitatingly accepted and implicitly followed.

INCREASED COMPENSATION FOR TEACHERS.

Whatever action may be taken in regard to the system of annual increases, the Board would earnestly recommend a substantial increase in the salaries of our teachers.

The salary of messengers throughout the departments of the Government is fixed by Congress at \$840 per annum—that of what are known as assistant messengers is \$720 per annum; while the average salary of the cultivated men and women who constitute the teachers of our public schools is limited to \$670 per annum, or only \$10 per annum more than that of a laborer in the departments. All reside in the same community and subject to the same general conditions which regulate the cost of the necessaries of life. That the average salary thus allowed teachers is, in the city of Washington, barely adequate to the comfortable and decent support of a single person occupying that position in life, and that it affords no possible margin for provision for sickness or old age, to say nothing of the maintenance of a family, must be apparent, not only to every citizen, but to every temporary sojourner in our midst.

Whatever difference may exist upon other subjects, the Board feels that it represents the entire community in expressing its regret at the remarkable discrimination against this most important, useful, and meritorious body of workers above pointed out. Nor is it for a moment believed, if only its attention to the subject can be secured, that the Congress of the United States will accord inferior consideration and recompense to the educating class, the teachers of our public schools, than to others whose duties are neither so important nor exacting, whose qualifications are of a less difficult order, and to whom the cost of living certainly is not greater.

The statistics contained in the report of Superintendent Powell point to a curious peculiarity of the public schools of the District of Columbia, and one which should be given due consideration in fixing the average salary to be allowed our teachers. In the public schools of all cities to whose statistics access has been had, the attendance largely preponderates in the lowest grades, the higher grades, which are the most costly, being comparatively thinly attended. But in the District of Columbia, in the white schools, while attendance in the primary grades, as compared with the population of school-going age, is fully equal to that of the most favored of our sister cities, the attendance in the higher grades is surprisingly uniform with that of the primary grades, and would indicate that, in this District, the children gener-

ally continue in school throughout the first five grades, and that substantially half of them continue throughout the entire eight grades. Thus, in the first six divisions for the last school year, there were enrolled in the first grade 3,378 pupils, in the second 2,729, in the third 2,904, in the fourth 3,097, and in the fifth 3,013; while in the sixth there were 2,294, in the seventh 1,689, and in the eighth 1,399. The enrollment in the High School was 827.

In the schools for colored children there is a diminished attendance as the grades ascend, more in accordance with the statistics of other cities. Thus, during the past year, the number of colored children in attendance in the first grade was 4,720, in the second 2,293, in the third 1,508, in the fourth 1,267, in the fifth 868, in the sixth 546, in the seventh 350, and in the eighth 220, with 276 in the High School.

The peculiarity of the white schools of the District in the particular here pointed out is easily explained. As stated, the attendance in the primary grades as compared with the population of school-going age, is equal to that of the most favored of our sister cities. But the absence of large manufacturing and other industrial enterprises deprives us of a class of pupils common to other cities, whose educational privileges are usually limited to the lowest or primary grades. With fewer accumulations of large fortunes, the wealth of the District is more equally distributed than in most large cities; and with us the average citizen is able to afford to his children opportunity to take the full course of instruction provided in the public schools. The result, and the conditions which give rise to it, are matters of congratulation to the community, and can not fail to be gratifying to all friends of education; but, as the salaries of teachers in the higher are necessarily larger than those in the lower grades, it is a self-obvious proposition that the relative cost of maintaining the schools must be greater, and that the average salary of the teachers should be proportionately higher. If in the white, as in the colored schools, three-fifths of the pupils were in the first and second grades, it would be perhaps quite possible to organize and to efficiently and satisfactorily conduct the public schools of the District upon the basis of an average salary of \$670 per annum per teacher. Under the conditions as they exist, it is respectfully submitted, a material increase in the prescribed average salary should be made.

GENERAL CONDITIONS.

Subject only to the want of adequate and appropriate school-room accommodation and the embarrassments growing out of the restrictions in regard to the compensation of teachers, above pointed out, the schools are in a thoroughly prosperous and satisfactory condition. Every applicant entitled to enter the schools has been promptly admitted to them, and provided with a competent teacher for every school hour of every school day in the year, with the fullest opportunity of attendance

to that extent, except in so far as want of sufficient accommodation has necessitated resort to the half-day system. The utmost harmony has prevailed between the teachers, the officers, and the Board; the order of the schools has been excellent, and the work of the teachers and the progress and proficiency of the pupils have been not only gratifying to the trustees but highly satisfactory to parents and other parties interested as well, if frequent and general expressions of commendation, and the almost entire absence of complaint or adverse comment, may be taken as tests. Advocates of changed methods and measures, and criticism to some extent and of rather a general nature, have not been wanting in popular assemblies and the public prints; but what is here meant to be asserted is that the practical working and results of the public schools for the past and the current year would appear to have been eminently satisfactory to parents and others directly interested in them, and, so far as the knowledge of the Board extends, to have been quite free from either specific or general objection or complaint in those quarters.

The abolition of the annual examinations, at the close of the term, for advancement to the High School, and the substitution instead of the average standing maintained by the pupil throughout the year as the test for such advancement, has proven wholly beneficial. The severe physical and mental strain, so severely and generally condemned by the physicians of the city, coming at the end of a year's close application, in the midst of the heated term, has been obviated; the record thus far made by the present first-year pupils at the High School demonstrates the fact that the substituted test is fully as trustworthy and efficient, while the one apprehension which induced hesitation upon the part of the Board, viz., the fear that, in the present state of the accommodations afforded by the High School Building, the number of pupils passed by their teachers might be so great as to practically disable that institution, has happily proven to be unfounded, there being no material variance in the increase of attendance for the present over that of preceding years.

The reduction of the appointments of teachers and substitutes to a just and easily comprehended principle, resting entirely upon the qualifications of the applicant, and thus removing not only the possibility of misuse of the appointing power for personal or other unworthy ends, but also the possibility of the suspicion of such misuse, which is sometimes quite as discouraging and demoralizing, is another change for the better, tending greatly to improve the efficiency of the schools. The matter of selections for promotion does not admit of a reduction to a similar self-executing rule; but, in all cases except where the restrictions imposed by the appropriation bill for the current year have been prevented; the rule has been to promote from the next lower grades, with exclusive reference to the record for efficiency of the several teachers, giving preference when the records are equal, and only then, to the

period of service in the particular grade. This rule has not only been found productive of both efficiency and harmony in the conduct of the schools, but has proven gratifying to the teachers as well, both as being just in itself, and as leaving them free to earn advancement by proficiency in their work, without danger of postponement through personal favor, influence or similar considerations.

Respectfully submitted,

A. H. WITMER,
JAS. M. GREGORY,
J. J. DARLINGTON,
Committee, Board of Trustees.

WASHINGTON, D. C., *December 1, 1887.*

REPORT OF SUPERINTENDENT POWELL.

To the Board of Trustees of Public Schools of the District of Columbia.

GENTLEMEN: I respectfully present herewith a report of the condition of schools in the first six divisions of the District of Columbia, which include the white schools of Washington and Georgetown and both the white and colored schools outside the city proper, for the school year ending June 30, 1887.

Please find herewith the reports of the principals of the Washington High School and the Washington Normal School, reports of the condition of the schools in the several divisions by the respective supervising principals in charge, and the reports, respectively, of the supervisors of music and drawing.

Your attention is respectfully invited to the facts set forth in each of these reports.

LENGTH OF SCHOOL YEAR.

The schools were in session 183 days.

ATTENDANCE.

The number of pupils enrolled during the year was 23,073, of which number 21,370 were white and 1,703 were colored, an increase of 875, or 3.9 per cent., over the enrollment of the preceding year.

The average enrollment was 19,285, which is 565, or 3 per cent., more than the average enrollment the previous year.

The average daily attendance was 17,910, being 637, or 3.6 per cent., greater than that of the preceding year. These pupils were distributed in schools and grades as exhibited below.

Enrollment of pupils in the several kinds and grades of schools for the school year ending June 30, 1887.

Normal School.....	40
High School	827
Grammar schools:	
Eighth grade	1,415
Seventh grade	1,720
Sixth grade.....	2,378
Fifth grade	3,153
Total.....	8,666
Primary schools:	
Fourth grade	3,318
Third grade.....	3,130
Second grade	3,076
First grade	4,016
Total	13,540
Grand total.....	23,073

SCHOOLS.

The number of schools below the High School was as follows :

Grammar schools, city :	
Eighth grade.....	26
Seventh grade	32
Sixth grade.....	40
Fifth grade	52
Total.....	150
Primary schools, city:	
Fourth grade	51
Third grade	*48
Second grade	*47
First grade.....	*48
Total.....	194
County Schools:	
White	28
Colored.....	28
Total.....	56
Grand total.....	400
Number of whole day schools.....	266
Number of half day schools.....	134
Total	400

* Two of these schools were taught by normal school pupils.

The average number of pupils to a school was as follows:

High School (to a teacher)	28.5
Grammar Schools:	
Eighth grade	51.7
Seventh grade	51.0
Sixth grade	53.8
Fifth grade	54.3
Primary Schools:	
Fourth grade	56.0
Third grade	55.7
Second grade	53.0
First grade	62.8
County Schools:	
White	53.4
Colored	60.8

TEACHERS.

Four hundred and thirty-eight teachers were employed, as follows:

Supervising principals	6
Normal School	5
High School	29
Grammar schools, city:	
Eighth grade	26
Seventh grade	32
Sixth grade	40
Fifth grade	52
Primary schools, city:	
Fourth grade	51
Third grade	46
Second grade	45
First grade	46
County schools:	
White	28
Colored	28
Teachers of music	2
Teachers of drawing	2
Total	438

The cost of the schools for supervision and teaching was as follows:

Supervision:

Superintendent	\$2,700.00
Clerk	1,200.00
Messenger	300.00
Six supervising principals	11,800.00

Total.....\$16,000.00

Cost per pupil (estimated on average enrollment, 19,285)......83

Normal School:

Principal.....	1,327.50
Two teachers.....	1,966.67
Two teachers	1,376.67

*4,670.84

Cost per pupil (estimated on average enrollment, 40).....48.22

High School:

Principal	2,458.33
Twenty-eight teachers	22,953.17

25,411.50

Cost per pupil (estimated on average enrollment, 778).....32.66

Grammar schools, city (26 eighth, 32 seventh, 40 sixth, 52 fifth grade schools)

122,120.50

Cost per pupil (estimated on average enrollment, 3,868).....17.78

Primary schools, city (51 fourth, 48† third, 47† second, 48‡ first grade schools)

||97,831.08

Cost per pupil (estimated on average enrollment, 9,173).....10.96

County schools:

28 white schools.....18,700.40

28 colored schools.....15,841.66

Cost per pupil (estimated on average enrollment):

White (1,121).....16.68

Colored (1,305).....12.13

Special teachers (2 music teachers and 2 drawing teachers).....4,572.50

Cost per pupil (estimated on average enrollment, 19,285)......23

Average cost per pupil for tuition in all the schools (based on average enrollment, 19,285).....15.82

* This includes the cost of teaching 6 practice schools.

† Two of these schools were taught by normal pupils.

‡ For one month the number of third-grade schools was 49.

§ For one month the number of first-grade schools was only 47.

|| To be increased by the cost of teaching 6 practice schools (\$2,742).

It is to be regretted that the relation between school attendance and the school population can not be given. No enumeration of the children of school age residing in the District has been made since the decennial census of 1880. If education is of value as a factor in society, and if the schools are the only tangible measure of that value, we should know the facts by means of which an estimate may be made, so far, at least, as numbers of children are concerned, of the relations between what is accomplished and what ought to be accomplished.

Provision should be made for ascertaining biennially, if not annually, (a) the number of children of school age residnig in the District; (b) the number of such children attending private and parochial schools, and (c) the number of such children not attending any school, together with the reasons for non-attendance.

For a more detailed statement of attendance, please see tables appended to this report.

SCHOOL ACCOMMODATIONS.

Buildings and rooms owned and rented, in the first six divisions at the close of the school year ending June 30, 1887 (excluding the Washington High School).

	First division.	Second division.	Third division.	Fourth division.	Fifth division.	Sixth division.	Total.
Buildings owned.....	6	7	8	4	5	20	50
Buildings rented.....	3	2	6	.....	.....	3	14
Total.....	9	9	14	4	5	23	64
Rooms owned.....	60	74	54	41	30	47	306
Rooms rented.....	7	3	11	.....	.....	4	25
Total.....	67	77	65	41	30	51	321

Total number of schools, 400.

It will be seen by the above table that there existed a great lack of school accommodations. To show the relation of attendance and accommodation for the succeeding year, however, it is necessary to anticipate the completion of seven school-houses now building, and some additions to other buildings, all of which will be ready for occupancy by the first of November; some of them before that date. The following table gives the facts:

Buildings and rooms owned in the first six divisions at the beginning of the school year ending June 30, 1888 (excluding the Washington High School).

	First division	Second division.	Third division.	Fourth division.	Fifth division.	Sixth division.	Total.
Buildings owned.....	7	9	11	4	5	20	56
Rooms owned*.....	68	89	78	44	31	51	361

Total number of schools (estimated), 415.

* Only 4 basement rooms are counted in these numbers.

The effort made to furnish a room for each school above the second grade it is believed will be successful (after the 1st of November), except in ten cases, and at the same time all except four schools will be removed from basements, both of which are most desirable results. In point of health many of the basement rooms that we have occupied are unsafe, and parents valuing the lives and health of their children would be wise to keep them at home rather than to send them to such rooms.

Your attention is called to the fact that it is yet necessary to rent many rooms to accommodate the growing demands of the schools. Nearly all of these rooms also are unfit for school purposes. In many cases they are dark, small and inconvenient. In nearly all cases they are without means of ventilation. Teachers can not do good work in them; therefore the work of the school suffers, but the greatest objection to these rooms is that the health of the pupils is constantly endangered. Both teachers and pupils work to a disadvantage and in constant danger. Epidemics find in these places food for fearful ravages. The influence of such environments upon the spirits and of such atmosphere upon the vital organs is a constant depression, and can but be pernicious.

Some of the school rooms owned are no better than the rented rooms referred to above. Among these may be mentioned those in the Thomson School (6 rooms) and the Fourteenth and Q streets school (2 rooms), in the first division; the Lenox School (2 rooms) and the school at Seventh and G streets, southeast (2 rooms), in the third division; the Greenleaf School (4 rooms) and the Potomac School (4 rooms), in the fourth division; the Montgomery street school (4 rooms) and the High street school (4 rooms), in the fifth division, and 2 rooms in the Hillsdale school, in the sixth division.

The condition of some of these rooms is intelligently and specifically set forth in the reports of the respective supervising principals. I call your attention to the difficulties which the supervising principals meet in assigning to these rooms children whose neighbors attend schools that are better adapted to school purposes, also alluded to in these reports.

HALF-DAY SCHOOLS.

A half day at school is enough for a first or second grade pupil, if the school is not well taught or is in an unhealthful, uncomfortable or uninviting school room. These conditions, however, ought not to exist. The school room should be commodious, well lighted and well ventilated, clean and wholesome, and not overcrowded. Our teachers are competent to teach well, and where opportunity is given do teach well. The children who go to school in the afternoon are tired because of too much play in the forenoon. It has been the custom in the middle of

the year to change the afternoon schools to forenoon schools, and *vice versa*. Thus has the condition of all the primary schools changed in the middle of the year. The progress of the children has thereby been greatly impaired.

Every child who goes to school should have a desk of his own and should not be forced to give it up to some one—he knows not whom—for half the day. The greater part of the moral effect of school life is lost to the child by the half-day school.

Time is an important element in good teaching, particularly in the primary grades, as it is a necessary element in the acquisition of knowledge and in the assimilation of thought. If knowledge is to be gained by effort, and its value proved by experiment and application before it can become a source of power to its possessor, teaching that is wholly didactic has but little in it that is purely educational. Yet the teacher who has fifty or sixty pupils to instruct in three short hours, shortened by the encroaching darkness of a winter day, can do little or nothing in the way of training. The primary pupil of six or seven years, who is learning to see, who is taking his first steps in language, can not be properly taught didactically. He learns to see, to talk, to read, to write, by seeing, talking, reading, writing; he learns numbers only by handling numbers of things; he learns forms by making and comparing forms; and he learns to represent forms by much practice in representation. The child himself must do. The teacher's office is to direct, to guide; and as the young learner is teaching himself by self-activity, requiring much time, the exercises must be changed frequently, that he may have proper recreation, and this also requires much time.

The child's school hours should be spent in doing or in activity for specific mental improvement, alternated by doing or physical activity for recreation, enjoyment or specific physical improvement. This takes time. If the teacher has not the time to do this work right, she will dictate the scholastic part of the work and the child will suffer by loss of both the mental self-activity and the physical activity. The primary schools should take the child as they find him coming from the home, with all the perceptive faculties active, contributing to enjoyment and adding to knowledge, and should seek to teach him by the continued activity of these same faculties systematically directed for specific purposes, and should not so radically change the child's life as to make his school life a mere memory drill. But the short-time school converts the teaching into almost purely *memoriter* work.

Manual training begins in the kindergarten and should be continued in the primary school, but the child in the half-day school has no time to draw, to make forms of clay, or, by folding and cutting paper, or by laying sticks or other means; has no time to represent forms. His time must be spent in committing to memory that which he may or may not understand, because the scholastic grade work must be done.

With more time and with the teaching ability now in the schools, the child might be led to discover or to find out for himself the scholastic information we desire him to get, and might have time to verify and to make use of such information for practical ends by the effort of eye and hand, which would prove the better part of his education.

Education should accomplish the best possible mental, moral and physical good to the child, especially during the first few years of the formative period of his life. In half day-schools no moral lessons can be wrought in the presence of the child and impressed upon him. There isn't time. The teacher must dictate. Thus the moral lessons the child gets at school are the simple *ipse dixit* of one who is almost a stranger to him. The child can not be developed mentally by self-activity, or gain knowledge by investigation under the direction of the teacher. There isn't time. The teacher must dictate and the child must memorize what is dictated whether he understands it or not—not to say whether he knows it to be true or not. He can not be trained systematically in the use of eye and hand, or be given exercises for rest and physical development. There isn't time. The lessons must be learned and the desks must be cleared out that other children may come and in turn be filled with facts for examination day. That healthy, mental, moral and physical growth that can come to childhood only by wisely directed, systematic, pleasing, and conscious self-activity can not be realized in a half-day school. That pure, natural, and earnest love for truth and knowledge is never known by the child who receives without question or investigation doses of facts as from the hands of one who has diagnosed and prescribed without explanation. Most of our teachers can do the legitimate work of the primary school properly, but they complain that the half-day school does not afford the time for doing it, and their complaint is well founded. Little time is allowed for calisthenic exercises, for games, for songs and repetition of mottoes; but all effort must be directed to accomplishing the grade work, that can be done only by a continued pouring in, and a nervous, hurried and too often meaningless memory drill. No one knows this better than the conscientious teacher, and no one speaks of it more frequently or more feelingly. That such *memoriter* work can be found in the schools is too true. That such work is found in the schools is not the fault of the teacher who is forced to do work on the half-time allotment. If we would have more and better training in school and fewer home lessons to be studied by our small children, we must give more time and better opportunity to do the work.

Six hours may be too long for the youngest child to go to school, but four hours—two in the forenoon and two in the afternoon, or five hours—two and a half in the forenoon and two and a half in the afternoon, for the child to be alternately working and playing, improving and resting, developing mentally and developing physically, by turn, are none too many. The child is better off in such a school than at play.

NIGHT SCHOOLS.

COST.

The appropriation for night schools was \$2,500, one-half of which was given to the seventh and eighth divisions (colored schools).

Three schools were organized in the first six divisions—one at the Franklin School, one at the Henry School, one at the Peabody School.

Each school had a corps of 4 teachers, consisting of a principal and three assistants. The cost of each school was \$8 per evening, or \$24 for three schools. The schools opened in November and closed in March, with three sessions a week, on Mondays, Wednesdays and Fridays.

There were 52 sessions, which cost \$1,245 for teaching. Other expenses of the schools, as for fitting up the school rooms with gas-fixtures and other appliances, for gas and fuel, etc., are included in the general expenditures for day schools.

ENROLLMENT AND ATTENDANCE.

These schools enrolled 544 pupils, 473 of whom were males and 71 were females. The average attendance was less than 60 per cent. of the entire enrollment. Many, however, of those who were enrolled were present but one session. These ought not to increase the whole enrollment, as they probably came out of curiosity or as adventurers. If the number of those attending but one session were taken from the enrollment, the attendance would not fall below 60 per cent. of the entire enrollment.

THE PUPILS.

The ages of pupils ranged from thirteen years to forty-six years. Most of the pupils, however, were young, the average age being less than eighteen years. All were engaged during the daytime in some useful avocation, and it is believed were for that reason unable to attend day school. With hardly an exception, not considering the adventurers, all manifested great interest in their work and a desire to learn. One discouraging feature must be mentioned, viz., but a small percentage of the pupils in attendance were enrolled in the night schools of the preceding year.

INSTRUCTION.

The general course of instruction embraced arithmetic, English composition (including business and letter forms), United States history and geography connected therewith, and penmanship. The pupils were divided into three grades, each grade being instructed in the branches named above in accordance with the requirements of the pupils in the grade. In addition the principal of each school gave courses of lectures to the respective grades each evening on physiology and the laws of health, physical geography and civil government. One class in geometry was formed, which did satisfactory work in the elementary part of that subject.

There can be no doubt of the usefulness of these schools. The interest manifested and the progress made both warrant an effort to increase their number and to broaden their course of instruction. Courses in higher mathematics and in mechanical drawing should be provided, if possible, another year for such as desire to pursue these branches.

COUNTY SCHOOLS.

An effort was made during the year to give the county schools all the advantages possessed by those in the city. As some of these schools have many grades of pupils, the different kinds of work laid down for each grade in the course of instruction could not be thoroughly done in all cases.

The teachers of these schools were advised to reduce the number of classes in such studies as drawing, penmanship, and music, and to so adapt their work to the needs of the pupils that they might be taught as one class, or at most as two classes. To further this end, the teachers were called together many times during the year to advise with the special teachers of the above-named branches of study and with the superintendent.

The work of the schools in all branches of study was made more flexible and much freedom was given the teacher to exercise his individuality and good judgment in the choice and assignment of work.

The special teachers of music and drawing were directed to supervise these studies in the county schools as closely as in the schools of the city.

It was thought that the Mount Pleasant, Anacostia, Hillsdale, and Mott Schools, especially, should offer the same advantages as the best schools of the city, so that parents would have no desire to send their children from home to attend school in grades below the High School. An effort was made to induce the parents to assist in the accomplishment of this desirable result. It has been my pleasure to observe a deep interest and pride in the home school manifested on the part of many parents who send to these suburban schools.

No one teacher in any of these four schools will hereafter have more than two grades to teach, and no teacher having two grades will have a large number of pupils in either grade, while most of the teachers will have a single grade to teach, as is the case in the city schools.

Except in the matter of grading, all the county schools have equal advantages with those in the city. I believe that nowhere can there be found better country schools than are taught in the District of Columbia. This, of course, is due in part to the system that has prevailed for many years, but too much credit can not be given to the faithfulness and intelligent effort of the teachers employed in these schools. Some of these teachers carry on the work of three or more grades in a single school, and, I am pleased to state, keep the work well in hand and show

results that will not suffer by comparison with those attained with more favorable grading and attendance.

The teachers of the county are, as a rule, paid as well as those in the city who do corresponding work. Some principals of schools, however, besides teaching eighth grades and having the responsibility of the government of a community of schools, teach also two, three, or four grades of pupils (the number of pupils, of course, in each grade being small). The work of such teachers is very heavy and the responsibility great. I do not see why such teachers should be paid less than is paid for corresponding work in the city. As much is expected of them, their responsibility is as great, their work is as severe, while at the same time they work under many disadvantages.

INSTRUCTION IN LANGUAGE AND GRAMMAR.

A commendable effort was made during the year by teachers of all grades to make the teaching of English practical and effective. The results are made known by the supervising principals in their respective reports, to which your attention has already been called. The writing of detached sentences without sequence, having little or no relation, was discouraged, and the expression, both orally and in writing, of groups, bodies, or units of associate thought in connected discourse, was encouraged.

The first and more important purpose of all language teaching, beginning with the primary school, should be to train the child in the use of his vocabulary in the expression of associate thought in connected discourse. If a child is first made to see groups of related thought as represented by tableaux, pictures, animals, part of plants, parts of the human body, and other objects, and is made to see the parts of such groups in their proper relation, he can be led to express or represent in the words of his vocabulary such groups as entireties, and by thus doing he may be led to use language correctly and effectively, and may be taught the value of a definite and accurate use of the same.

Children's vocabularies lack many idioms necessary for the expression of relations which they see and desire to express. These idioms should be given the child by the teacher. Thus may the child be trained to make oral and written descriptions. Like methods should be pursued in training children to make oral and written narrations and comparisons. It will be found in making written productions that the child will need to know certain grammatic idioms, as plurals, possessives, and other forms, as of verbs, pronouns, etc.; that he must know certain arbitrary laws of capitalization and other facts which he can understand and appreciate when he desires to express in written form what he has orally constructed.

This part of grammar the child should be caused to discover and learn by proper methods as its use becomes necessary. Thus he learns, first, composition idioms, and, second, grammatic idioms, which together constitute the grammar of the language. Thus should composition and grammar be introduced into the lowest grade of school. The making of composition (oral) should precede the learning of grammar, thereby developing the necessity and creating a desire for a knowledge of grammar, as well as giving the opportunity to learn it understandingly.

The teachers of the first-grade schools were asked at the beginning of the year to devote from one week to two months to training their children to see groups of associate thought and to make oral compositions representing such groups before beginning to teach their children words or letters by sight. This was done, first, to round out the vocabularies of the children by adding to them the lacking composition idioms, and, second, to prepare the pupils to see words as the representations of thought, and to see forms of words as the representations of modifications of thought.

Composition or the construction of English, for the representation of thought seen and understood by the child, was emphasized in all the grades of schools, but systematic grammar, as explained above, was not neglected.

The results of the year's work prove that children should be able to make English composition, below the grade of abstract discussion and pure invention, as good as that which they can read understandingly. That is, children of the first grade should write, correct in all particulars, lessons as good as those found in the first reader, while children of other grades should be able to represent what they see and know correspondingly well. This, it is believed, is what our schools should seek to accomplish as a product rather than the parsing, analyzing, and diagramming of complete English.

Effort was made during the year to secure good expression and methodical arrangement of thought in oral and written recitations. Pupils were led to make topical outlines of subjects studied and to follow the outlines in presenting the subjects orally, or in writing. Intelligent work of this kind results not only in improved speech and written composition, but also in better methods of study and of thought. By such work school exercises are relieved of drudgery and become at once a fascinating employment and an effective educating power.

The spelling of all words used in writing was emphasized. An effort was made to make the pupils unwilling to write words of whose orthography they were uncertain until the dictionary or other authority had been consulted. The result was an improvement in the spelling of words in ordinary use by the pupils, as shown by the written work. Oral spelling was not wholly discontinued, but was used to fix the orthography of words not frequently used in writing, thus guarding against the con-

traction of vocabularies that might result from the indolence or carelessness of pupils.

The chief purpose of the work in spelling, however, during the year was to fix the habit of ascertaining the correct orthography of words, if it was not already known, before attempting to write them.

INSTRUCTION IN READING.

If properly taught, no subject in the school course gives more enjoyment to the learner than reading; none offers better means of improvement. No subject offers better opportunity for training pupils in correct habits of study and investigation; no subject is better adapted to create a desire for knowledge and to prepare the pupil to gratify that desire by his own effort. No other subject gives power that is safer in the hands of its possessor.

On the contrary, if carelessly or mechanically taught, no subject yields fewer good results. If not wisely taught, no subject gives power that may be made more productive of harm. To train the pupil in the proper use of this power should be an important purpose of most of the teaching in this subject. This involves the cultivation of an appreciation of good literature and a liking for useful books. These can result only from an acquaintance with, and a carefully directed study of, such literature and such books.

If the child is to be given the power to read, the minimum of education in this subject must include a knowledge of what to read. On leaving school the child will seek amusement on the plane of his appreciation. If he reads for entertainment, he will read such literature as he can understand and appreciate. It should be the effort of the school, systematically directed, to cultivate the understanding and the appreciation of the child to that plane on which, no matter what avocation in life he may pursue, he will avoid low and pernicious literature, because it will be distasteful to him.

The teaching of reading is divided naturally into two parts; first, teaching the pupil to recognize (*a*) the words of his vocabulary, (*b*) to grasp readily the thought expressed by what is read, and (*c*) to read aloud (oral delivery); second, (*a*) training the pupil to an appreciation of what to read, (*b*) to a knowledge of how to read, and (*c*) how to use the results obtained by reading.

Experience has demonstrated that the first part of this work can be done in three or four years at most. After that the child should be trained in the second part of the work. He should read for the purpose of acquiring the subject-matter of what is read, making the acquisition of the art of reading subordinate.

It is not enough that teachers have a correct idea of the true purpose of reading in the schools; they must be given opportunity to realize such purpose by being provided with books.

The exclusive use of the school reader and the ordinary text-books in geography and history does not afford such opportunities. The reader is but a compilation of extracts, usually representative specimens of the finest productions of the best authors. But detached, the selections can not be understood and appreciated except by him who is acquainted with the productions from which they are taken. Rarely will a pupil develop admiration for an author by reading extracts.

The ordinary text-books in geography and history serve a purpose as outlines in the hands of the children, but the chief profit in pursuing these studies should come from collateral or supplementary reading which gives reality and character and life. This collateral matter should be furnished to the schools.

I believe that it is wise to so direct supplementary reading that most, if not all, of it shall be done to explain and broaden the work of other subjects pursued in the grade. So varied is the literature on the different phases of geography, and history, and science, that a sufficient variety of reading would be furnished by such restriction, while the work of the school would be unified and made more profitable.

At this time the seventh and eighth grade schools need to be furnished with supplementary reading to broaden and explain their work in history and geography. This is especially true of the eighth grade schools. The work prescribed for the eighth grade in these subjects can not be done successfully without much intelligent reading on the part of the pupils. Teachers have done much to provide the schools with reading-books, the good effects of which are easily seen on their schools. Parents would act wisely to aid in this good work.

The attention of the Board is respectfully directed to the subject.

INSTRUCTION IN NUMBER.

The "manuals" put into the hands of the teachers of the first and second grades at the beginning of the year have proved beneficial by securing a better understanding of the purpose of teaching this subject to very young pupils as well as greater uniformity of results in the respective grades.

The following taken from the first-grade manual shows in part the direction given to all the work in this subject in the primary grades:

A method of teaching arithmetic is valuable only to the extent that it trains the child to see relations of numbers and quantities—to think clearly and to express thought accurately. Young children should be trained to see the values of numbers by observing what can be done with numbers of things. When the abstract idea is known and fully comprehended the expression representing it should be taught, and not before. All mechanical work should be avoided.

The pupils must investigate, explore, and discover; after discovering they must be trained to state in definite, accurate language the results of their investigations, explorations, and discoveries.

Unless children have clear perceptions of the numbers or quantities of the things represented, the figures and signs representing these perceptions convey but little meaning to them.

If one should attempt to prove with objects some of the problems children are asked to solve, he would appreciate many of the difficulties encountered by pupils in their work.

That one may teach numbers well he must study the child. He must understand what the child sees and comprehends.

In too many cases the pupils learn words—nothing but words.

Children can be trained to see the relations of number only by a free use of objects.

Beginners should be furnished with blocks, spools, splints, pebbles, checkers, nuts, dolls, spoons, dishes, slates, pencils, etc., with which to work. These objects are obtained easily. The children will help to furnish them.

Besides these the school-room should be supplied with the liquid, dry, and long measures, and with the materials to be measured, as well as with blackboard and crayon.

The teacher should be prepared to do the work. He should know each day what he is to teach, how he is to teach it, and why he is to teach it. * * *

The pupils should have much practice in making problems. They can be led to make any problem which they can be led to solve.

Let the pupils prove with objects the little problems which they make and solve.

This is excellent language training, as well as training in seeing things in exact numerical relations. * * *

If the pupils seem to be in doubt in any part of the work the teacher should have them use objects, after which he should give much practice in doing the work without objects. The teacher must remember that, besides teaching pupils to see things in their true numerical relations, he is to teach pupils to work accurately and rapidly. This can be done by practice; by doing.

The results of the work in number are set forth by the supervising principals in their reports.

INSTRUCTION IN PHYSIOLOGY AND HYGIENE.

In accordance with an act of Congress approved May 20, 1886, the study of physiology and hygiene, having special reference to the evil effects of the use of stimulants and narcotics, was added to the work of the schools during the year.

As required by law, the Board prescribed books on this subject to be used by the pupils.

An outline or syllabus of work was prepared for the teachers of the first grade and second grade schools where the subject was taught orally.

Sets of books (those mentioned above) were furnished the third grade schools, to be used as supplementary reading matter during the last half of the year. The subject was developed and broadened by explanation, illustration, and questioning. Much objective work was done.

Books were bought by the pupils of the fourth grade, but teachers were advised to use them as reading books to supplement the teaching of the respective subjects by objects and experiment.

Sets of books were provided for the fifth grade and were used for supplementary sight reading in connection with oral objective teaching.

Books were put in the hands of the pupils of the sixth grade to be studied, but much objective teaching was done. A gratifying feature of the work in this grade was the systematic study of subjects and a correspondingly systematic reproduction, orally or in writing, of the subjects as entireties.

In this subject only incidental teaching was done in the seventh grade.

A book was prescribed for pupils of the eighth grade which was taught intelligently and with many objective helps.

Too much praise can not be given the teachers for their enterprise and intelligence in securing specimens for doing good objective work.

It is believed that this subject was taught in compliance with the spirit as well as with the letter of the law prescribing it.

MANUAL TRAINING.

It is not necessary at this time to discuss the importance of manual training as a factor in education. The value of eye and hand training in the symmetrical development of body and mind and in the preparation of the child for the duties of life is now conceded. The question is no longer, "Shall manual training have place?" but rather, "Of what shall it consist?" "To what extent shall it be carried?" and "How shall it be managed in conjunction with the other work of the schools?"

It is conceded that citizens who are to occupy different spheres of activity in life, but who are to act in mutually dependent relations in one nationality, should not be educated on diverging lines, but should, to secure that harmony of thought and action necessary to the peace and prosperity of the state, be so trained in early life that each shall understand and value properly the worth, dignity, and importance of the part acted by the others.

It is conceded that he gets most profit and pleasure from a production, whether of the mind or of the hand, who has acquired some skill in the same or kindred arts of which such production is a result; he is the best judge of the craftsman's art who has himself worked with tools; he is the best judge of architecture who has himself planned a structure; he is the best judge of a painting who has himself worked in the art; and that, therefore, in this age of mechanical appliances, industrial achievements, and art endowments, the youth who has not acquired any skill in seeing, any dexterity of hand in doing, is ill-prepared for the proper enjoyment of what surrounds him through life, or for a correct estimate of values, opportunities, and duties.

It is conceded that because technical science and skilled labor are applied to every department of industry, however menial it may seem to be relatively, that they alike who are to perform this labor and they for whom it will be done, as well as they who will direct it, should re-

ceive a training having for its purpose the preparation of each to perform his part intelligently, and that if this is not given in early life, few will get it, and if not done in the public school, for the most it will not be done at all.

It is conceded that because of the narrowing of the activities, occasioned by division of labor incident to the use of mechanical appliances and the consequent loss in variety of thought and action in acquiring the means of livelihood, that something should be done for the youth in the school as a part of his preparation for life that will give breadth and diversity to his tastes and abilities, in order that he may the more readily adapt himself to the changing conditions of industries as well as to the demands for increased skill in narrow lines of labor.

It is conceded that the schools should offer opportunity and encouragement to the class of learners, who, in the past, have not had opportunity or encouragement, who can not excel or even do well in the scholastic work prescribed for the schools, but who would delight and would excel in those manual arts for which they have adaptation, but who, unless they can receive instruction and encouragement during their years of pupilage, must remain plodders, helpers, or operators in narrow lines of activity, little better than machines, helpless and dependent when their work is rendered no longer necessary by the invention of new appliances.

It is conceded that if we would see the graduates of our schools seek other employments than as clerks, book-keepers, and teachers, they must be directed in other lines of thought and have opportunity to practice the elements of other activities.

It is conceded that the loss of opportunity afforded the youth in frontier rural life, incident to the settlement of the country and the massing of population in great centers, and to the general application of machinery to labor, must be compensated by opportunity and training in the school.

It is conceded that by the introduction of manual training the schools will suffer no loss in scholastic acquirements, and that a diversity of labor and effort will be given that will be at once healthful and pleasing, and that the school will thus be made a place in which to grow strong and healthy rather than, as now, a place in which health is impaired and physical energy made unenjoyable.

DRAWING IN THE PRIMARY SCHOOLS AS A MEANS OF MANUAL TRAINING.

During the past year something has been done to increase the manual training already begun in the primary schools. The director of drawing has explained this in part in the report to which your attention has been called. It is desirable that but little time be given to drawing from flats—the imitation of what some other person has tried to

do—and that systematic courses of clay-modeling, stick-laying, and paper folding, cutting, and pasting, be given the pupils of the first, second, third, and fourth grades, and that the work in drawing be confined, with proper restrictions, to the representation of forms made by the pupils, and of corresponding forms which the pupils, because of their training in making, may be led properly to see.

The work of the fourth grade should be enlarged by a course of construction of articles in cloth, leather, and other materials whose forms are modifications or combinations of the simpler forms before alluded to.

These three lines of work, with the accompanying study and representation of plant and other forms in nature which the course of instruction provides for, if systematically and carefully carried out, will afford all the eye-and-hand culture desirable in the primary schools, except that instruction in sewing at least one hour a week should be given the girls' schools of the fourth grade.

The work of the primary school here suggested is distinctively synthetic, and is both imitative and inventive.

The work will require from one hour and a half to two hours a week.

With the plans now matured, it is believed this work may be successfully done the succeeding year. Each line of work named above except sewing will be elaborated in the course of study now in preparation.

DRAWING IN THE GRAMMAR SCHOOLS AS A MEANS OF MANUAL TRAINING.

The drawing work of these grades should cultivate the habit of looking at objects methodically, and the ability to see them correctly; the taste and the judgment of pupils in the selection, and economy in the use of materials; skill in the use of tools and other appliances, and care and pride and a feeling of responsibility in the construction of objects, as well as skill in representation.

The work, as a whole, is included under three heads: Construction, representation, and ornamentation.

In each of the above lines of work the effort is first to lead the pupil to see and to decide, and afterward to make or to *do*.

The work is at first analytic, and afterward synthetic.

The pupils are led—

- (a) to see the facts of form;
- (b) to represent the facts of form (to read and to make working drawings by the "shop method");
- (c) to make patterns from the working drawings;
- (d) to construct the objects;
- (e) to represent the objects made;
- (f) to construct and represent ornamentations for those objects;
- (g) to ornament the objects;
- (h) to represent the finished or ornamented objects.

The work in construction of the different grades required by the course of instruction need not be detailed here. In general it is as follows:

Fifth year.—The making of models of card-board and other materials, the cylinder, the oblong block, the cone, the triangular prism and many objects based on these forms; the simple ornamentation of objects by the application of designs in paper made by folding and cutting; drawing leaves from nature and adapting them to decorative design. The constructive drawing to be free-hand.

Time required, one and a half hours a week.

Sixth year.—The making of models with card-board and other material, the square plinth, the cylinder, the cube, the square pyramid, the triangular prism, the hexagonal prism, and many common objects based on these forms; drawing flowers from nature and adapting them to ornament; molding leaves and flowers in clay, carving simple ornaments, borders, and designs in clay—unburned bricks. The constructive drawing to be free-hand.

Time required, one and a half hours a week.

Seventh year.—The making of models of card-board and other materials, the rectangular prism, the plinth and objects based on them; working drawings of the bracket, the hollow-flanged cylinder and the pulley; drawing leaves and twigs from nature and adapting them to ornament; molding leaves and fruit in clay. The constructive drawing to be both free-hand and instrumental.

Time required, one and a half hours a week.

(Work in shops for boys and in the cooking schools for girls.)

Eighth year.—The making of models of card-board and other materials; working drawings of the hollow cylinder, of the bolthead, of the bell, of the pulley, of the try-square, of framing (the mortise and tenon); geometric problems; drawing plant forms from nature and adapting them to ornament; molding ornaments, borders and rosettes in clay. The constructive drawing to be both free-hand and instrumental.

Time required, one and a half hours a week.

(Work in shops for boys and in the cooking school for girls.)

Material.—In this constructive part of drawing the pupils will use clay, splints of different lengths and colors, colored paper, plain paper, card-board, thin wood, cloth, leather, brads, paste, glue, and thread.

Tools.—Pupils will be trained in the use of the rule, straight-edge, knife, scissors, compasses, spatula, carving chisel, pencil, needle and paste brush.

Value.—This course in drawing, adapted to training the eye and hand and the judgment is valuable because it can be done in the school

room at little expense; it provides training for girls as well as for boys; its methods are psychological, its order natural and sequential, and its execution interesting and satisfying; it instructs the pupil in those facts and trains him in those arts that prepare him for the workshop provided for him later in the course, or for further study in other lines of art industry should he elect not to take the course of shop work, or, finally, it in part prepares him who may not win his bread in the workshop or the studio, to appreciate and enjoy the mechanism and arts of modern life.

WORK WITH TOOLS IN SHOPS.

For two years something has been done in manual training in the High School. Not until the past year, however, was enough done in this work for special mention.

At the beginning of the year a trained teacher was secured, and a shop was fitted up with benches and wood-working tools, in which 225 boys received instruction and practice one hour each week.

The work was successful. It was not difficult to manage it with the other regular courses of study of the school. The boys seemed to like the work and showed no disposition to withdraw from the class. Although but one hour's instruction per week was given each pupil, a marked improvement in the use of tools was noticed, and it is known that many boys did corresponding work at home for practical and useful purposes, which was furthered at least, if not induced, by the training and suggestions received in the school shop. The indications of interest in and profit by the training of hand and eye in connection with other school duties, it was believed augured the success of manual training in our schools more convincingly than pages of philosophy and argument on the subject.

This success gives encouragement to the purpose of extending the benefits of this kind of work to the upper grades of the grammar schools and of broadening its field of experiment and activity in the High School.

The Congress just closed appropriated "for the purpose of industrial instruction, including tools, machinery, material, and apparatus, five thousand dollars."

What is done, then, in manual training in the schools the succeeding year other than that done in connection with drawing must be done with \$3,630, the share of the above-named appropriation belonging to the first six divisions. This should all be expended in plant. Indeed, it is doubtful that it can be expended for any other purpose, save only for the material to be used when the shops or schools shall be in operation.

In the estimates made for teachers, janitors, rent, and fuel the establishment of these schools was anticipated and provision made for them.

In further anticipation of the establishment of these schools, five

trained teachers (graduates of the Worcester Polytechnic Institute) have been secured. Two members of the normal training class of this year, having special adaptability, it was believed, and having had much experience by home training in the arts of cookery, were induced early in the spring to enter a class for special training in cookery, in anticipation of being employed as teachers of cooking the succeeding year.

It is desirable that what the Board decides to have done in industrial education in shops the coming year should be so definite in character respecting both the kinds of work that shall be done and also the grades of pupils that shall be trained, that the results may be observed with much accuracy, and correct values be given to them. Fortunately, because of our experience and the experience of many other cities by which we may profit, our future work can not be regarded as wholly experimental.

I recommend the establishment of three shops for training in wood-working tools and the continuance of the one already established in the High School—one of the new shops to be located in the second division, one in the third, and one in the fourth. These divisions have been selected because, upon investigation, appropriate buildings or rooms connected with or conveniently located to the schools from which they will draw their pupils can be procured.

It will cost \$540 to provide 36 benches for these shops and \$700 to provide 36 sets of tools. We shall then have four shops in which first-year training in the use of wood-working tools will be given. In each of these shops 180 boys may be trained two hours a week.

The boys for one shop will come from the High School, for another shop (in the second division) from the eighth grade schools, and for the other two shops, from the eighth and seventh grade schools of the third and fourth divisions, respectively. The last two shops will probably accommodate all the eighth and seventh grade boys of those divisions that will elect to take the work.

The plant for these schools will cost \$1,240 in round numbers. In these and the shop we now have 720 boys may be trained two hours a week, or double that number one hour a week.

The work in the shops will include—

BENCH WORK.

The correct method of using planes, handsaws, chisels, gouges, brace and bits, hammer, gauge, and other tools, in the working of different kinds of wood.

The laying out of work with knife and pencil, using try-square, bevel, and dividers, and working from drawings made by the pupil himself.

The making of plain and of more complex mortise-and-tenon joints, dovetailing, and plain cabinet making.

The making of articles of practical utility for the schools and shops.

The putting together of work with brads, nails, screws, and glue.
 The care and sharpening of edged tools.
 The use of circular saws.

Lectures on woods and other material used in the shops, showing where and in what condition each is found, and by what processes it is prepared for use or for market. Also lectures on the manufacture of tools.

Two hours a week throughout the year.

I think it desirable to furnish training for a second year's course to those boys in the High School who have taken the first year's course, and I advise that a shop be provided in which they can receive instruction in the use of the wood-lathe, in forging, and in molding of soft metals. For this shop a small engine will be necessary, which will be the heaviest expense (say, \$1,200, which will include shafting, pulleys and belting). Lathes, forges, molding-benches, and the necessary appliances and tools for these, can be secured for \$600. This shop will accommodate a class of twenty boys who can be taught by one teacher. Thus 300 boys may receive training one hour a week or half that number two hours a week. (Probably not more than 150 boys in the High School will elect to take this course).

The work in this shop will include:

LATHE WORKING.

The use of all the hand wood-turning tools, embracing plain and fancy turning in hard and soft wood, inside and outside.

The use of chucks and face-plates.

Pattern turning.

MOLDING.

Bench molding in sand and casting soft metal, embracing the use of slickers, trowels, riddle, etc., using patterns made by the pupil himself.

FORGING.

The forging of small articles of soft iron and steel, and steel tools, with instruction in the simpler methods of manufacture of iron and steel.

Practice in welding iron.

Practice in hardening and tempering steel.

Lectures on metallurgy.

Two hours a week throughout the year.

I recommend the establishing of two cooking schools—one at the High School, and one in the third division where we may test the work with eighth and seventh grade girls.

The plants for these schools will cost \$150 apiece or \$300 for the two

Fifteen pupils constitute a class in cooking. Two hours are required for each lesson. In each of these schools, therefore, 225 girls may receive a lesson in cooking each week of the school year, or 450 girls in both schools. The object of the course is to give the pupils instruction in plain cooking and in housekeeping, so far as it is dependent on the kitchen. In addition to recipes for ordinary dishes, and making and cooking the same in the school, notes should be given on the proper selection of materials, the proper way of mixing ingredients, and on the best manner of arranging and preserving provisions. As much of the chemistry of food should be taught as is necessary for intelligent cooking.

We shall then be able to train 1,300 pupils, in round numbers, male and female, in grades ranging from the seventh grade to the last year in the High School, both inclusive.

Some of the classes will be trained in schools connected with or adjacent to those in which they do their other school work. Other classes will go a distance of many blocks to get their lessons, and that during school hours. We shall therefore be able by careful management and close observation to determine the value of this work under varied circumstances and with many grades of pupils.

The plant for these six schools will cost, in round numbers, not less than \$3,340.

The remaining part of the appropriation will be needed in the purchase of materials for use in the various schools.

I recommend further that a teacher be employed to superintend the teaching of sewing in the girls' schools of the fourth division, and that one hour a week be given to this work by the girls of the fourth, fifth, and sixth grades. The instruction heretofore given in sewing has been of a desultory character, serving only to prove its desirability and the practicability of making it more general and systematic. The expense for materials will be small compared with the number of pupils who will be benefited by the work.

I recommend, also, that sewing be taught in the normal training school.

TIME.

It will not be necessary to lengthen the school day to secure time for this work in manual training. Much time, enough for this work, may be saved by drawing less from flats, a work comparatively useless; by learning fewer burdensome details in history and geography, and by relieving the work in arithmetic of the memorizing of long rules, of work involving the use of large numbers beyond the comprehension of children or even grown persons, and by omitting some of the more intricate mazes of numerical puzzlement.

The time required will vary with the grade of school from one hour and a half to three hours a week.

SUPERVISION.

The abolition of written examinations by the Board, for the promotion of pupils, or as a means by which the efficiency of teachers is ascertained, gives to the subject of supervision an importance which it has not before possessed. The schools must be made to subserve the best educational interests of the children attending them. Authority is given to the Board of Trustees to adopt such means as will, in their judgment, secure this end.

In your wisdom you have discontinued examinations; you have abolished one of the means in general use by which the knowledge of pupils in restricted lines of work may be ascertained. Thus an agency for holding both teacher and pupil to accountability within narrow scholastic limits is removed. To determine whether or not this will result in loss to the pupil should command the constant attention and the wise and candid judgment of those to whom the people intrust the welfare of their children.

I interpret this action of the Board to mean that it is more important—

To know that the teachers understand the purpose and scope of the different kinds of work prescribed for the grades in which they teach, respectively, than the average percentages of their schools obtained by answering five or ten questions asked by a committee or a superintendent;

To know that the teachers understand and use those processes by which all the pupils may best be developed morally, mentally and physically, than that certain numbers of their pupils have reached a given average in the prescribed branches of scholastic work;

To know that every child in the schools is trained to work most advantageously and naturally, than how he stands in relation to other members of his class;

To know that every child is trained to do better work, more profitable work, each day, than that in the estimation of some one who has rated his answers he has made $\frac{1}{2}$ per cent. higher standing than some other member of the class;

To know that the children are learning where to get information, how to get it, and what to do with it, than the names or number of those who remember at a given moment the greatest amount of what they have learned;

To know that scholarly desires and habits are cultivated in the school and scholarly processes are adopted by the children, than that they stand high in some or all of the studies pursued.

I interpret this action to mean that it is important—

To know that no child is injured by undue stimulus, that no child, however dull, is discouraged by unwise criticism or bad methods of teaching;

To know that children are learning to do good work, are improving day by day for the sake of the work and the improvement it brings, and not for the sake of getting higher marks than their associates;

To know that the pupil's motive in studying is to learn and grow, rather than to stand high in examination, or even to be promoted; and, finally,

To know that by the processes of the schools, both teacher and pupil do not, in their nervous anxiety over percentages and averages, lose sight of that better, that chief part of their work—the development of integrity and moral character.

To superintend schools efficiently, a broad understanding of the purposes of the school in society is necessary. The supervising heads must know the kinds of work by which these purposes may best be secured.

Written examinations relieve the superintendent and his assistants of much responsibility, though adding greatly to the drudgery of their work. A large part of this responsibility is thrown upon the teacher, who, by the processes of teaching thereby made necessary, shifts a portion of the responsibility upon the pupil. By the abolition of written examinations the teacher is left free to exercise an intelligent and useful individuality in the choice of matter and methods, and by the teaching thereby made possible the pupil is freed from a nervous, feverish responsibility; spontaneity is encouraged and developed, and the natural growth of power and increase of knowledge ensue, with the least possible nervous expenditure.

The supervision of the teaching in the High School is done by the principal, who devotes most of his time to that work. The same is true, also, of the Normal Training School, whose principal, however, gives much assistance by overseeing and directing the work of young teachers engaged in the primary grades.

The directors of music and drawing supervise the teaching done in those branches throughout the schools.

There are six supervising principals, who are practically assistant superintendents, in charge of the schools of the first six divisions, respectively.

The supervision of the schools below the High School during the year may be explained under the following heads:

First. Consultations and conclusions of supervisors respecting the purposes and limitations of the various kinds of school work and of processes of teaching; respecting purposes and means of discipline, and respecting all other interests of the schools.

Second. Examination of pupils; observation of teaching; consultation with teachers; comparison of methods and of results.

Third. Reports of impressions and results; consultation and conclusions respecting future action.

Fourth. Teachers' meetings by grades or by divisions.

The supervising principals met in consultation with the superintendent on an average more than once each week of the school year. These meetings were held at night that as much school time as possible might be given to observation and to assisting in the schools.

The work of a single grade was usually the topic for consideration at each of these meetings, though not infrequently the discussion was confined to the work of one grade in a single branch of study. With remarkable unanimity the supervisors went forth from each meeting to work for the accomplishment of results we believed to be desirable.

That the work of the schools might be unified, that the teachers might work in harmony with the supervising principals, teachers' meetings by grades were held. At these meetings a free expression of opinion was encouraged, the work decided upon was explained, its purpose and limitations defined, and processes of teaching discussed.

The intelligence and faithfulness with which the teachers co-operated with the supervising principals to do the work of the schools, suggested to them at these meetings, was a source of constant gratification.

The teachers of every grade met several times and of some of the grades many times during the year. All meetings were under the direction of the superintendent.

Besides these, many grade meetings were held in the different divisions for the exemplification of work by the practice teachers of the Normal School or by others whose teaching was believed to be worthy of study. It was impracticable for the teachers of many of the county schools to attend all of these grade meetings, though most of the teachers in the suburban schools were present.

Other meetings for the county teachers were held on Saturdays. These were either grade or general meetings as thought desirable by the condition of the work in these schools.

The work of supervision was definite in its purposes, systematic in its plan, and uniform in its effort to strengthen first the weakest part of the school work.

In the first division there were 81 schools; in the second division, 95 schools; in the third division, 83 schools; in the fourth division, 51 schools; in the fifth division, 35 schools; in the sixth division, 55 schools.

It will be seen by reference to the statistics given above that there is great disparity in the number of schools in charge of the different supervising principals. One had 95 schools in charge while another had but 35 schools.

I recommend the employment of another supervising principal, to be assigned to such schools as the Board may decide upon.

There are in the first, second, and third divisions 259 schools. The time of four persons could be profitably employed in the proper supervision of these schools.

If the Board decide that it is not wise or practicable to add to the number of supervisors, I suggest the desirability of equalizing the work of the six now employed.

The labors of the year were lightened and made agreeable by many co-operating agencies. The keen interest taken by the honorable Commissioners in everything relating to the scholastic condition as well as to the material welfare of the schools was gratifying and helpful to me. The numerous expressions of confidence by the members of the Board of Trustees encouraged me, while to the Board in its official capacity I am indebted for many courtesies.

The principals and teachers co-operated faithfully to carry out every suggestion offered and to make effective every effort to secure good results in the work of the schools.

I desire to express my high appreciation of the consideration you have shown me in all our official relations, and my thanks for your uniform kindness.

With high esteem,

WASHINGTON, D. C.,
October 1, 1887.

W. B. POWELL,
Superintendent of Schools.

STATISTICS.

TABLE I.—*Showing the whole enrollment of white pupils within the city, by grades, for the school year ending June 30, 1887.*

Grade.	Whole enrollment.	Per cent.
Normal School	40	.20
High School	827	4.17
Elghth grade	1,345	6.77
Seventh grade	1,635	8.23
Sixth grade	2,155	10.84
Fifth grade	2,825	14.21
Fourth grade	2,856	14.38
Third grade	2,678	13.47
Second grade	2,493	12.54
First grade	3,019	15.19
Total	19,873	100.00
SUMMARY.		
Normal and High Schools	867	4.37
Grammar schools	7,960	40.05
Primary schools	11,046	55.58
Total	19,873	100.00

TABLE II.—Showing the whole enrollment of white pupils in the first six divisions (city and county), by grades, for the school year ending June 30, 1887.

Grade.	Whole enrollment.	Per cent.
Normal School	40	.19
High School	827	3.87
Eighth grade	1,399	6.55
Seventh grade	1,689	7.90
Sixth grade	2,294	10.73
Fifth grade	3,013	14.10
Fourth grade	3,097	14.49
Third grade	2,904	13.59
Second grade	2,729	12.77
First grade	3,378	15.81
Total	21,370	100.00
SUMMARY.		
Normal and High Schools	867	4.06
Grammar schools	8,395	39.28
Primary schools	12,108	56.66
Total	21,370	100.00

TABLE III.—Showing the whole enrollment of pupils (white and colored) in the first six divisions (city and county), by grades, for the school year ending June 30, 1887.

Grade.	Whole enrollment.	Per cent.
Normal School	40	.17
High School	827	3.58
Eighth grade	1,415	6.13
Seventh grade	1,720	7.46
Sixth grade	2,378	10.31
Fifth grade	3,153	13.67
Fourth grade	3,318	14.38
Third grade	3,130	13.57
Second grade	3,076	13.33
First grade	4,016	17.40
Total	23,073	100.00
SUMMARY.		
Normal and High Schools	867	3.75
Grammar schools	8,666	37.57
Primary schools	13,540	58.68
Total	23,073	100.00

TABLE IV.—Showing attendance and other facts.

SEPTEMBER.

	First division.	Second division.	Third division.	Fourth division.	Fifth division.	Sixth division.		High School.	Normal School.	Special teachers.	Total.
						White.	Colored.				
Whole number of pupils enrolled	3,704	4,732	4,204	2,416	1,597	1,260	1,291	801	40	.....	20,045
Average number of pupils enrolled	3,416	4,516	3,910	2,314	1,486	1,171	1,256	767	39	.....	18,875
Average number of pupils in daily attendance	3,329	4,391	3,820	2,239	1,443	1,106	1,213	755	39	.....	18,335
Percentage of attendance	97.4	97.2	97.7	96.6	97.1	94.3	96.6	.....	.....	.....	.....
Schools	*79	*95	83	51	35	29	26	.....	.....	.....	.....
Teachers employed (unas- signed, 2)	†77	†93	†84	†52	†36	†30	26	.....	.....	.....	.....
Cases of tardiness	132	118	27	60	76	105	29	27	5	4	436
Cases of corporal punishment .....	.....	.....	.....	.....	.....	.....	.....	9	.....	.....	556
Pupils dismissed .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pupils to a school, based on—	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Whole enrollment	46.9	49.8	50.7	47.4	45.6	43.4	49.6	29.6	.....	.....	.....
Average enrollment	43.2	47.5	47.1	45.4	42.5	40.4	48.3	28.4	.....	.....	.....

OCTOBER.

Whole number of pupils enrolled	3,696	4,947	4,236	2,575	1,676	1,284	1,485	801	40	.....	20,740
Average number of pupils enrolled	3,796	4,785	4,093	2,415	1,620	1,221	1,399	791	40	.....	20,160
Average number of pupils in daily attendance	3,616	4,568	3,920	2,278	1,541	1,097	1,314	773	40	.....	19,147
Percentage of attendance	95.2	95.4	95.7	94.3	95.0	89.9	93.9	.....	.....	.....	.....
Schools	*81	*95	83	51	35	28	26	.....	.....	.....	.....
Teachers employed	†79	†93	†84	†52	†36	†29	26	.....	.....	.....	.....
Cases of tardiness	499	368	163	387	218	399	26	29	5	4	437
Cases of corporal punishment	4	2	.....	.....	2	2	128	79	4	.....	2,245
Pupils dismissed .....	.....	.....	1	.....	.....	2	11	.....	.....	.....	21
Pupils to a school, based on—	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3
Whole enrollment	45.6	52.1	51.0	50.5	47.9	45.9	57.1	27.6	.....	.....	.....
Average enrollment	46.9	50.4	49.3	47.4	26.3	43.6	53.8	27.2	.....	.....	.....

NOVEMBER.

Whole number of pupils enrolled	3,899	4,870	4,152	2,524	1,629	1,221	1,471	809	40	.....	20,615
Average number of pupils enrolled	3,814	4,797	4,082	2,421	1,612	1,187	1,397	807	40	.....	20,157
Average number of pupils in daily attendance	3,588	4,557	3,866	2,273	1,521	1,049	1,302	787	39	.....	18,982
Percentage of attendance	94.2	94.9	94.7	93.9	94.2	88.4	93.1	.....	.....	.....	.....
Schools	*81	*95	83	51	35	28	26	.....	.....	.....	.....
Teachers employed	†79	†93	†84	†52	†36	†29	26	29	5	4	437
Cases of tardiness	723	495	163	449	238	371	140	76	1	.....	2,656
Cases of corporal punishment .....	.....	1	.....	.....	2	.....	7	.....	.....	.....	10
Pupils dismissed .....	.....	3	.....	.....	1	2	1	.....	.....	.....	7
Pupils to a school, based on—	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Whole enrollment	48.1	51.3	50.0	49.5	46.5	43.6	56.6	27.9	.....	.....	.....
Average enrollment	47.1	50.5	49.2	47.5	46.1	42.4	53.7	27.8	.....	.....	.....

* Including three practice schools.

† Including one supervising principal.

TABLE IV.—*Showing attendance and other facts—Continued.*

DECEMBER.

	First division.	Second division.	Third division.	Fourth division.	Fifth division.	Sixth division.		High school.	Normal school.	Special teachers.	Total.
						White.	Colored.				
Whole number of pupils enrolled	3,882	4,851	4,145	2,433	1,634	1,211	1,407	807	40	.....	20,410
Average number of pupils enrolled	3,719	4,670	3,975	2,329	1,566	1,083	1,229	805	40	.....	19,416
Average number of pupils in daily attendance	3,351	4,275	3,623	2,106	1,398	861	1,045	763	38	.....	17,460
Percentage of attendance	90.0	91.4	91.2	90.4	88.8	79.4	85.1	.....	.....	.....	.....
Schools	*81	*95	83	51	35	28	26	.....	.....	.....	.....
Teachers employed	†79	†93	†84	†52	†36	†29	26	29	5	4	437
Cases of tardiness	749	584	238	440	269	409	113	195	5	.....	3,002
Cases of corporal punishment	2	.....	.....	1	.....	.....	3	.....	.....	.....	6
Pupils dismissed .....	.....	.....	1	.....	.....	1	1	.....	.....	.....	3
Pupils to a school, based on—	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Whole enrollment	47.9	51.1	49.9	47.7	46.7	43.2	54.1	27.8	.....	.....	.....
Average enrollment	45.9	49.0	47.9	45.7	44.7	38.7	47.3	27.7	.....	.....	.....

JANUARY.

Whole number of pupils enrolled	3,813	4,721	4,003	2,333	1,564	1,072	1,304	805	40	.....	19,655
Average number of pupils enrolled	3,761	4,710	3,996	2,352	1,566	1,094	1,270	798	40	.....	19,587
Average number of pupils in daily attendance	3,433	4,362	3,735	2,185	1,443	965	1,170	747	30	.....	18,070
Percentage of attendance	91.3	92.6	93.4	92.6	92.1	88.1	92.1	.....	.....	.....	.....
Schools	*81	*95	83	51	35	28	27	.....	.....	.....	.....
Teachers employed	†79	†93	†84	†52	†36	†29	27	29	5	4	438
Cases of tardiness	862	611	267	567	355	541	175	140	2	.....	3,520
Cases of corporal punishment .....	.....	1	1	.....	1	1	4	.....	.....	.....	8
Pupils dismissed .....	.....	2	1	.....	1	1	1	.....	.....	.....	6
Pupils to a school, based on—	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Whole enrollment	47.1	49.7	48.2	45.7	44.9	38.3	48.3	27.7	.....	.....	.....
Average enrollment	46.4	49.6	48.1	46.1	44.9	39.1	47.0	27.5	.....	.....	.....

FEBRUARY.

Whole number of pupils enrolled	3,834	4,797	4,074	2,415	1,614	1,150	1,313	799	40	.....	20,036
Average number of pupils enrolled	3,750	4,694	3,978	2,393	1,568	1,115	1,283	789	40	.....	19,610
Average number of pupils in daily attendance	3,472	4,394	3,757	2,245	1,458	990	1,185	750	38	.....	18,289
Percentage of attendance	92.3	93.6	94.5	93.8	93.0	88.7	92.3	.....	.....	.....	.....
Schools	*81	*95	83	51	35	28	27	.....	.....	.....	.....
Teachers employed	†79	†93	†84	†52	†36	†29	27	29	5	4	438
Cases of tardiness	688	430	150	360	216	372	114	74	6	.....	2,410
Cases of corporal punishment .....	.....	1	.....	.....	1	.....	7	.....	.....	.....	9
Pupils dismissed .....	.....	1	.....	.....	.....	.....	1	.....	.....	.....	2
Pupils to a school, based on—	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Whole enrollment	47.3	50.5	49.1	47.3	46.1	41.1	48.6	27.5	.....	.....	.....
Average enrollment	46.3	49.4	47.9	46.9	44.8	39.8	47.5	27.2	.....	.....	.....

* Including three practice schools.

† Including one supervising principal.

TABLE IV.—*Showing attendance and other facts—Continued.*

MARCH.

	First division.	Second division.	Third division.	Fourth division.	Fifth division.	Sixth division.		High School.	Normal School.	Special teachers.	Total.
						White.	Colored.				
Whole number of pupils enrolled	3,824	4,742	4,030	2,415	1,589	1,123	1,331	790	40	.....	19,884
Average number of pupils enrolled	3,734	4,602	3,929	2,334	1,561	1,094	1,294	765	40	.....	19,353
Average number of pupils in daily attendance	3,428	4,274	3,688	2,153	1,441	952	1,187	731	33	.....	17,887
Percentage of attendance	91.9	92.9	93.8	92.3	92.3	87.0	91.7	.....	.....	.....	.....
Schools	*81	*95	83	51	35	28	27	.....	.....	.....	.....
Teachers employed	†79	†93	†84	†52	†36	†29	27	29	5	4	438
Cases of tardiness	886	495	222	353	182	324	142	110	6	.....	2,720
Cases of corporal punishment .....	.....	.....	.....	.....	3	1	6	.....	.....	.....	10
Pupils dismissed	1	.....	.....	.....	.....	2	1	.....	.....	.....	4
Pupils to a school, based on—											
Whole enrollment	47.2	49.9	48.6	47.4	45.4	40.1	49.3	27.2	.....	.....	.....
Average enrollment	46.1	48.4	47.3	45.8	44.6	39.1	47.9	26.4	.....	.....	.....

APRIL.

Whole number of pupils enrolled	3,721	4,570	3,936	2,304	1,553	1,128	1,304	774	40	.....	19,330
Average number of pupils enrolled	3,649	4,507	3,870	2,274	1,530	1,127	1,288	760	40	.....	19,045
Average number of pupils in daily attendance	3,340	4,154	3,596	2,080	1,407	976	1,189	728	38	.....	17,508
Percentage of attendance	91.2	92.1	93.4	91.4	91.9	86.5	92.2	.....	.....	.....	.....
Schools	*81	*95	83	51	35	28	27	.....	.....	.....	.....
Teachers employed	†79	†93	†84	†52	†36	†29	27	29	5	4	438
Cases of tardiness	592	432	148	310	157	250	118	60	8	.....	2,075
Cases of corporal punishment .....	.....	3	.....	.....	1	.....	4	.....	.....	.....	8
Pupils dismissed	1	.....	.....	.....	2	.....	1	.....	.....	.....	4
Pupils to a school, based on—											
Whole enrollment	45.9	48.1	47.4	45.2	44.4	40.3	48.3	26.6	.....	.....	.....
Average enrollment	45.0	47.4	46.6	44.6	43.7	40.3	47.7	26.2	.....	.....	.....

MAY.

Whole number of pupils enrolled	3,623	4,429	3,848	2,260	1,508	1,128	1,303	756	40	.....	18,895
Average number of pupils enrolled	3,465	4,374	3,747	2,215	1,466	1,096	1,237	737	40	.....	18,377
Average number of pupils in daily attendance	3,134	4,021	3,459	2,019	1,324	929	1,118	698	38	.....	16,740
Percentage of attendance	90.4	91.9	92.4	91.1	90.4	84.7	90.6	.....	.....	.....	.....
Schools	*81	*95	83	51	35	28	27	.....	.....	.....	.....
Teachers employed	†79	†93	†84	†52	†36	†29	27	29	5	4	438
Cases of tardiness	686	434	153	340	157	341	121	108	2	.....	2,342
Cases of corporal punishment	1	1	.....	.....	2	.....	.....	.....	.....	.....	4
Pupils dismissed .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pupils to a school, based on—											
Whole enrollment	44.7	46.6	46.4	44.3	43.1	40.3	48.3	26.0	.....	.....	.....
Average enrollment	42.8	46.0	45.1	43.4	41.9	39.1	45.8	25.4	.....	.....	.....

* Including three practice schools.

† Including one supervising principal.

TABLE IV.—*Showing attendance and other facts—Continued.*
JUNE.

	First division.	Second division.	Third division.	Fourth division.	Fifth division.	Sixth division.		High School.	Normal School.	Special teachers.	Total.
						White.	Colored.				
Whole number of pupils enrolled	3,354	4,285	3,665	2,195	1,441	1,082	1,223	733	40	.....	18,018
Average number of pupils enrolled	3,232	4,176	3,612	2,121	1,390	1,044	1,188	729	40	.....	17,532
Average number of pupils in daily attendance	2,989	3,920	3,420	1,981	1,290	905	1,072	697	39	.....	16,313
Percentage of attendance	92.5	93.8	94.7	93.2	92.8	86.6	91.3	.....	.....	.....	.....
Schools	*81	*95	83	51	35	28	27	.....	.....	.....	.....
Teachers employed	†79	†93	†84	†52	†36	†29	27	29	5	4	438
Cases of tardiness	413	316	90	167	163	214	119	89	2	.....	1,573
Cases of corporal punishment	1	3	1	.....	.....	.....	.....	.....	.....	.....	5
Pupils dismissed .....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	1
Pupils to a school, based on—	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Whole enrollment	41.4	45.1	44.2	43.0	41.2	38.6	45.3	25.2	.....	.....	.....
Average enrollment	39.9	43.9	43.5	41.6	39.7	37.3	44.0	25.1	.....	.....	.....

* Including three practice schools.

† Including one supervising principal.

TABLE V.—*Attendance and other facts, by months, for the year.*

	September.	October.	November.	December.	January.	February.	March.	April.	May.	June.	Total.
Whole number of pupils enrolled	20,045	20,740	20,615	20,410	19,655	20,036	19,884	19,330	18,895	18,018	.....
Average number of pupils enrolled	18,875	20,160	20,157	19,416	19,587	19,610	19,353	19,045	18,377	17,532	.....
Average number of pupils in daily attendance	18,335	19,147	18,982	17,460	18,070	18,289	17,887	17,508	16,740	16,313	.....
Percentage of attendance	97.2	95.1	94.7	91.1	92.5	93.6	92.9	92.3	90.1	93.8	.....
Teachers employed	436	437	437	437	438	438	438	438	438	438	.....
Cases of tardiness	556	2,245	2,656	3,002	3,520	2,410	2,720	2,075	2,342	1,573	23,099
Cases of corporal punishment .....	.....	21	10	6	8	9	10	8	4	5	81
Pupils dismissed .....	.....	3	7	3	6	2	4	4	.....	1	30

TABLE VI.—*Attendance and other facts, by divisions.*

	First division.	Second division.	Third division.	Fourth division.	Fifth division.	Sixth division.		High School.	Normal School.	Special teachers.	Total.
						White.	Colored.				
Whole number of pupils enrolled	4,379	5,398	4,656	2,714	1,859	1,497	1,703	827	40	.....	23,073
Average number of pupils enrolled	3,675	4,600	3,915	2,311	1,540	1,121	1,305	778	40	.....	19,285
Average number of pupils in daily attendance	3,393	4,294	3,686	2,138	1,435	973	1,198	756	37	.....	17,910
Cases of tardiness	6,230	4,283	1,621	3,433	2,031	3,326	1,199	940	30	.....	23,099
Cases of corporal punishment	8	12	2	1	12	4	42	.....	.....	.....	81
Pupils dismissed	2	6	3	.....	4	8	7	.....	.....	.....	30
Schools	*81	*95	83	51	35	28	27	.....	.....	.....	.....
Teachers employed	†79	†93	†84	†52	†36	†29	27	29	5	4	438
Pupils to a school, based on—	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Whole enrollment	54.1	56.8	56.1	53.2	53.1	53.5	63.1	28.4	.....	.....	.....
Average enrollment	45.4	48.4	47.2	45.3	44.0	40.0	48.3	26.8	.....	.....	.....

* Including three practice schools.

† Including one supervising principal.

TABLE VII.—*Fluctuations in the growth of the schools since the year 1880.*

[First six divisions.]

School year ending June 30—	Whole enrollment.		Average enrollment.		Average daily attendance.		Number of teachers.	Increase.
	Number.	Per cent. of increase.	Number.	Per cent. of increase.	Number.	Per cent. of increase.		
1880.....	18,378	.....	15,027	.....	14,225	.....	306	.....
1881.....	19,153	4.2	15,494	3.1	14,388	1.1	327	21
1882.....	19,031	*.63	16,063	3.6	14,933	4.1	342	15
1883.....	19,836	4.2	16,524	2.8	15,451	3.4	358	16
1884.....	21,221	6.9	16,642	.71	15,423	*.18	371	13
1885.....	21,267	.21	17,468	4.9	16,041	4.0	393	22
1886.....	22,198	4.3	18,720	7.1	17,273	7.6	421	28
1887.....	23,073	3.9	19,285	3.0	17,910	3.6	438	17

* Decrease.

WASHINGTON HIGH SCHOOL.

TABLE VIII.—*Whole number of pupils enrolled, increase and percentage of increase for each year since the organization of the advanced grammar schools.*

Year.	Boys.			Girls.			Total.		
	Num- ber en- rolled.	In- crease.	Per- centage of in- crease.	Num- ber en- rolled.	In- crease.	Per- centage of in- crease.	Num- ber en- rolled.	In- crease.	Per- centage of in- crease.
1876-'77.....	.....	.....	.....	54	.....	.....	54	.....	.....
1877-'78.....	54	.....	.....	76	22	40.7	130	76	147.4
1878-'79.....	67	13	24.0	84	8	10.5	151	21	16.1
1879-'80.....	81	14	20.9	98	14	16.6	179	28	18.5
1880-'81.....	104	23	28.4	130	32	32.7	234	55	30.7
1881-'82.....	121	17	16.3	147	17	13.0	268	34	14.5
1882-'83.....	171	50	41.3	241	94	63.9	412	144	53.7
1883-'84.....	209	38	22.2	315	74	30.9	524	112	27.1
1884-'85.....	223	14	6.2	433	128	31.8	656	132	20.1
1885-'86.....	262	39	15.2	483	50	10.3	745	89	11.9
1886-'87.....	301	39	11.0	526	43	8.9	827	82	11.0

GENERAL STATISTICS OF SCHOOLS FOR THE DISTRICT OF COLUMBIA
FOR THE YEAR ENDING JUNE 30, 1887.

In the following tables, the facts presented by Superintendent Cook and myself are summarized to give a general view of the several kinds of schools, showing attendance, number of teachers, cost and other items of interest.

Washington Normal School.

Number of teachers trained.....	40
Average attendance.....	37
Number of teachers employed.....	5
Average salary.....	\$934.16

Miner Normal School.

Number of teachers trained.....	20
Average attendance.....	19

(This school was supported by the Miner Fund, but must be provided for by the District the coming year.)

Washington High School.

Number of pupils enrolled	
Average enrollment	827
Average attendance	778
Per cent. of attendance	756
Average number of tardinesses per month	96.4
Number of pupils dismissed	94
Number of teachers employed	0
Average salary paid	29
Cost of tuition per pupil (estimated on the average enrollment)	\$876.25
	\$32.66

Colored High School.

Number of pupils enrolled	
Average enrollment	276
Average attendance	233
Per cent. of attendance	218
Average number of tardinesses per month	93.3
Number of pupils dismissed	4.8
Number of teachers employed	0
Average salary paid	8
Cost of tuition per pupil (estimated on the average enrollment)	\$1,125.00
	\$38.62

Grammar and Primary Schools.

	White.	Colored.	Total.
Number of pupils enrolled	20,503	11,772	32,275
Average enrollment	17,162	9,520	26,682
Average attendance	15,919	8,936	24,855
Per cent. of attendance	92.7	93.8	93.1
Average number of tardinesses per month	2,092	449.6	
Number of pupils dismissed	23	11	
Number of cases of corporal punishment	39	152	34
Number of teachers employed	366	196	191
Average salary paid	\$652.05	\$573.44	562
Average number of pupils to a teacher (estimated on average enrollment.)	46.8	48.5	
Cost of tuition per pupil (estimated on average enrollment.)	\$13.90	\$11.80	
Number of pupils enrolled in all schools (excluding Miner Normal School.)	21,370	12,048	33,418

SPECIAL TEACHERS.

Drawing	2	1	3
Music	2	2	4
Average salary paid:			
Drawing	\$712.91	\$1,081.67	
Music	\$1,573.33	\$786.67	
Average cost per pupil for special tuition (estimated on average enrollment.)	*\$0.24	†\$0.31	

* First six divisions.

† Seventh and eighth divisions.

SUPERVISION.

The cost of supervision was:

One superintendent (white)	\$2,700.00
One superintendent (colored)	2,250.00
Six supervising principals (white), each \$1,966.67	11,800.00
Two supervising principals (colored,) each \$1,966.67	3,933.34
One clerk	1,200.00
One clerk (colored)	800.00
One messenger	300.00
One messenger (colored)	200.00
Total cost of supervision	23,183.34
Average cost of supervision per pupil (estimated on average enrollment) ..	0.84

Summary.

Total cost of instruction, including supervision	\$420,939.48
Whole number of pupils enrolled	33,418
Average enrollment	27,733
Average daily attendance	25,866
Average cost of instruction, estimated on:	
1. Whole enrollment	\$12.59
2. Average enrollment	\$15.18
3. Average daily attendance	\$16.27

Contingent expenses.

Total amount expended	\$21,833.76
Average amount per pupil (estimated on average enrollment)	.78

Fuel.

Total amount expended	\$16,794.65
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Janitors.

Total amount expended	\$30,166.04
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Average cost per pupil (including High and Normal Schools) for all expenses except repairs and permanent improvements:

1. On whole enrollment	15.23
2. On average enrollment	18.36
3. On average daily attendance	19.68

Accommodations.

	White.	Colored.	Total.
Number of buildings owned	*40	21	61
Number of buildings rented	13	5	18
Number of school rooms owned	*283	132	415
Number of school rooms rented	24	18	42

*Excluding white High School.

List of school-houses owned with their respective locations, and with the number of rooms in each.

Division.	Name of building.	Location of building.	Number of rooms.
1	Franklin	Thirteenth and K streets, northwest.....	16
1	Dennison	S street, between Thirteenth and Fourteenth streets, northwest.....	12
1	Force	Massachusetts avenue, between Seventeenth and Eighteenth streets, northwest.....	12
1	Analostan	G street, between Twenty-first and Twenty-second streets, northwest.....	12
1	Thomson	Twelfth street, between K and L streets, northwest.....	12
1	.....	Fourteenth and Q streets, northwest.....	6
2	Gales	First and G streets, northwest.....	2
2	Henry	P street, between Sixth and Seventh streets, northwest.....	12
2	Webster	Tenth and H streets, northwest.....	12
2	Seaton	I street, between Second and Third streets, northwest.....	12
2	Twining	Third street, between N and O streets, northwest.....	11
2	Abbot	Sixth street and New York avenue, northwest.....	10
2	Morse	Fifth and R streets, northwest.....	9
3	Wallach	Pennsylvania avenue, between Seventh and Eighth streets, southeast.....	8
3	Peabody	Fifth and C streets, northeast.....	12
3	Brent	Third and D streets, southeast.....	12
3	Blair	I street, between Sixth and Seventh streets, northeast.....	8
3	Cranch	Twelfth and G streets, southeast.....	8
3	McCormick	Third street, between M and N streets, southeast.....	6
3	.....	Seventh and G streets, southeast.....	4
3	Lenox	Ninth street, between K street and Virginia avenue, southeast.....	2
4	Jefferson	Sixth and D streets, southwest.....	2
4	Amidon	Sixth and F streets (southwest.....	24
4	Potomac	Twelfth street, between Maryland avenue and E street, southwest.....	9
4	Greenleaf	Four-and-a-half street, between M and N streets, southwest.....	4
5	Addison	P street, between Thirty-second and Thirty-third streets, northwest.....	4
5	Curtis	O street, between Thirty-second and Thirty-third streets, northwest.....	10
5	.....	Twenty-eighth street, between M street and Olive avenue, northwest.....	8
5	.....	Thirty-second and S streets, northwest.....	4
5	Threlkeld	Thirty-sixth street and Prospect avenue, northwest.....	4
6	Mott	Sixth street extended and Trumbull street.....	4
6	Anacostia	Washington street, between Fillmore and Pierce streets, Anacostia, D. C.....	6
6	Hillsdale	Nichols avenue, Hillsdale, D. C.....	6
6	Mount Pleasant	County.....	4
6	Tennallytown	do.....	2
6	Grant Road	do.....	2
6	Brightwood	do.....	2
6	Soldiers' Home	do.....	2
6	Hamilton	do.....	2
6	Benning	do.....	2
6	Benning's Road	do.....	2
6	Giesboro	do.....	2
6	Hamilton Road	do.....	2
6	Conduit Road	do.....	1
6	Chain Bridge Road	do.....	1
6	Brightwood	do.....	1
6	Columbia Road	do.....	1
6	Fort Slocum	do.....	1
6	Bunker Hill Road	do.....	1
6	Queen's Chapel Road	do.....	1
7	Stevens	Twenty-first street, between K and L streets, northwest.....	19
7	Garnet	Tenth and U streets, northwest.....	12
7	Sumner	Seventeenth and M streets, northwest.....	10
7	Wormley	Prospect avenue, between Thirty-third and Thirty-fourth streets, northwest.....	8
7	Chamberlain	East street, Georgetown.....	2
8	Lincoln	Second and C streets, southeast.....	12
8	Randall	First and I streets, southwest.....	12
8	John F. Cook	O street, between Fourth and Fifth streets, northwest.....	11
8	Banneker	Third street, between K and L streets, northwest.....	8
8	Anthony Bowen	Ninth and E streets, southwest.....	8
8	Lovejoy	Twelfth and D streets, northeast.....	6

TABLE IX.—*Whole enrollment of colored pupils in the District of Columbia, by grades, for the school year ending June 30, 1887.*

Grade.	Whole enrollment.	Per cent
Normal School.....		
High School.....	276	2.29
Eighth grade.....	220	1.83
Seventh grade.....	350	2.91
Sixth grade.....	546	4.53
Fifth grade.....	868	7.21
Fourth grade.....	1,267	10.50
Third grade.....	1,508	12.52
Second grade.....	2,293	19.03
First grade.....	4,720	39.18
Total.....	12,048	100.00
SUMMARY.		
Normal and High Schools.....	276	2.29
Grammar schools.....	1,984	16.48
Primary schools.....	9,788	81.23
Total.....	12,048	100.00

TABLE X.—*Whole enrollment of pupils, white and colored, in the District of Columbia, by grades, for the school year ending June 30, 1887.*

Grade.	Whole enrollment.	Per cent.
Normal School.....	40	.12
High Schools.....	1,103	3.30
Eighth grade.....	1,619	4.85
Seventh grade.....	2,039	6.10
Sixth grade.....	2,840	8.50
Fifth grade.....	3,881	11.61
Fourth grade.....	4,364	13.06
Third grade.....	4,412	13.20
Second grade.....	5,022	15.03
First grade.....	8,098	24.23
Total.....	33,418	100.00
SUMMARY.		
Normal and High Schools.....	1,143	3.42
Grammar schools.....	10,379	31.06
Primary schools.....	21,896	65.52
Total.....	33,418	100.00

TABLE XI.—*Growth of the schools since the year 1880.*

School year ending June 30—	Average number of pupils enrolled.					
	First six divisions.		Seventh and eighth divisions.		Total.	
	Number.	Per cent. of increase.	Number.	Per cent. of increase.	Number.	Per cent. of increase.
1880.....	15,027	-----	6,573	-----	21,600	-----
1881.....	15,494	3.1	6,567	-----	22,061	2.13
1882.....	16,063	3.6	6,763	2.98	22,826	3.46
1883.....	16,524	2.8	7,070	4.53	23,594	3.36
1884.....	16,642	.71	7,225	2.19	23,867	1.11
1885.....	17,468	4.9	7,689	6.42	25,157	5.40
1886.....	18,720	7.1	8,191	6.52	26,911	6.97
1887.....	19,285	3.0	8,448	3.13	27,733	3.05

TABLE XII.—*Average enrollment of pupils in the white and colored schools and the number of teachers employed for each year since the year 1880.*

School year ending June 30—	Average enrollment.						Teachers.	
	First six divisions		Seventh and eighth divisions.		Total.		Whole number employed.	Increase.
	No.	Per cent. of increase.	No.	Per cent. of increase.	No.	Per cent. of increase.		
1880.....	15,027	-----	6,573	-----	21,600	-----	434	-----
1881.....	15,494	3.1	6,567	-----	22,061	2.13	461	27
1882.....	16,063	3.6	6,763	2.98	22,826	3.46	485	24
1883.....	16,524	2.8	7,070	4.53	23,594	3.36	505	20
1884.....	16,642	.71	7,225	2.19	23,867	1.11	525	20
1885.....	17,468	4.9	7,689	6.42	25,157	5.40	555	30
1886.....	18,720	7.1	8,191	6.52	26,911	6.97	595	40
1887.....	19,285	3.0	8,448	3.13	27,733	3.05	620	25

TABLE XIII.—*Average enrollment of pupils, the number of teachers employed, the cost of tuition, and rates of increase for each year since 1880.*

School year ending June 30—	Average enrollment.		Teachers.		Cost (excluding rent and permanent improvements).		
	Total.	Per cent. of increase.	Number employed.	Increase.	Per pupil (based on average enrollment).	Aggregate amount.	Per cent. of increase.
1880.....	21,600	-----	434	-----	\$16.95	\$366,199.51	-----
1881.....	22,061	2.13	461	27	17.28	381,314.19	4.12
1882.....	22,826	3.46	485	24	17.44	398,254.54	4.44
1883.....	23,594	3.36	505	20	17.78	419,594.60	5.35
1884.....	23,867	1.11	525	20	18.22	435,032.79	3.67
1885.....	25,157	5.40	555	30	18.66	469,550.51	7.93
1886.....	26,911	6.97	595	40	17.76	477,993.67	1.79
1887.....	27,733	3.05	620	25	18.36	509,194.01	6.52

TABLE XIV.—*Whole enrollment of pupils in white and colored schools, the number of teachers employed, and the cost of tuition for each year since the year 1880.*

School year ending June 30—	Whole enrollment.						Teachers.		Cost (excluding rent and permanent improvements).		
	First six divisions		Seventh and eighth divisions.		Total.		Whole number employed.	Increase.	Per pupil (based on whole enrollment).	Aggregate amount.	Per cent. of increase.
	No.	Per cent. of increase.	No.	Per cent. of increase.	No.	Per cent. of increase.					
1880	18,378	-----	8,061	-----	26,439	-----	434	-----	\$13.25	\$366,199.51	-----
1881	19,153	4.2	8,146	1.05	27,299	3.2	461	27	13.96	381,314.19	4.12
1882	19,031	*.63	8,289	1.75	27,320	-----	485	24	14.57	398,254.54	4.44
1883	19,836	4.2	8,710	5.07	28,546	4.4	505	20	14.69	419,594.60	5.35
1884	21,221	6.9	9,167	5.24	30,388	6.4	525	20	14.31	435,032.79	3.67
1885	21,267	.21	9,598	4.7	30,865	1.5	555	30	15.21	469,550.51	7.93
1886	22,198	4.3	10,138	5.62	32,336	4.7	595	40	14.78	477,993.67	1.79
1887	23,073	3.9	10,345	2.0	33,418	3.3	620	25	15.23	509,194.01	6.52

* Decrease.

TABLE XV.—*Amount expended for rent and sites and buildings each year from the year 1880 to the year 1887, inclusive.*

School year ending June 30—	Rent.	Sites and buildings.
1880.....		
1881.....	\$28,998.35	\$74,998.24
1882.....	26,506.11	103,416.91
1883.....	26,472.57	253,609.73
1884.....	14,805.33	103,141.47
1885.....	8,742.50	103,563.94
1886.....	7,060.00	118,400.00
1887.....	6,919.66	61,130.04
	7,354.00	73,085.34

REPORT OF THE NORMAL SCHOOL PRINCIPAL

WASHINGTON, D. C., *June 30, 1887.*

DEAR SIR: The scholastic year beginning September, 1886, marked an increase in the number of the pupils and in the scope of the work of the Washington Normal School. The class of 1886 consisted of 30 girls, while that of 1887 contained 36 girls and 4 boys.

The faculty of the school consisted of the principal, 2 teachers of methods, 2 practice teachers, and the teachers of drawing and music.

The normal classes received instruction in the theory of teaching language, reading, number, penmanship, drawing, physics, history, and biology. There were also courses of study in psychology, discipline, and the history of education. Each study taught in the schools was reviewed in a general way in order that the normal pupils might have a comprehensive view of the subject. They were next led to make a careful selection of the subdivisions of the subject and to arrange them logically with reference to their sequence and to discover their relative importance.

The normal pupils in this way ascertained in a measure the relative emphasis to be given to the general subdivisions of a study, while their sense of proportions was better developed. After this general and topical view of the study was made, its special and definite purpose was considered, together with its general and special place in the education of the child. In other words, the psychological value of the study was investigated.

After such an intelligent review of the study and an examination of its value as a factor in the education of the child, the pupils were better able to understand and arrange, if possible, a course of instruction in that study which should aim to be progressive and at every point be suited to the developing powers of the child.

The class was now ready for a rational inquiry into the best methods of teaching the study; for, knowing the scope and the purpose of the study, as well as the course of instruction in the study, they were able to appreciate the value of a method, not imitatively, because somebody else had used it, but because it was the most direct and philosophic way of developing in the mind of the child a knowledge of the subject in hand.

Hand in hand with the work in theory and methods proceeded the practical application of both.

It was at this point that we perceived the necessity and advantage of the present connection of the normal and practice schools.

Hitherto there had been but two practice schools in connection with the normal department, in charge of two teachers selected for special

aptness from the corps of regular teachers in the city. They assumed the whole responsibility of the discipline and instruction of these schools, the normal pupils being permitted to give lessons or series of lessons on various subjects taught in the schools. With but two schools thus arranged and a large normal class, it will be readily seen how limited the practice must be. Accordingly, this year the practice schools were increased to six in number, including the first, second, and third grades, one of each of the three grades being located in the Franklin Building and one of each in the Webster Building. These were taught by the normal pupils, twenty of whom were in each building. Two normal pupils were placed in charge of each class, one of the pupils taking the rank of principal, the other that of assistant. After the course of a month or six weeks the principal left the grade in which she had been teaching and resumed attendance upon all the regular recitations of the class. The assistant, on the other hand, was promoted to the position of principal, while a new assistant was provided.

The principal and assistant assumed for the time the responsibility of the progress of the class, of its discipline, and of the clerical work of the class room. These young people were thus virtually teachers of that grade and were not permitted to go to another grade until they gave evidence that they comprehended fully the work and requirements of that grade in which they were teaching. At the same time in these schools courses of lessons, subjected to close, careful criticism, were given daily by other members of the normal class. Those who had thus taught special courses constituted an experienced number from whom to draw recruits for the places of assistants.

The utmost precaution was taken that the children should not suffer at the hands of inexperienced teachers. The pupil teachers were obliged to prepare the lessons to be taught, and to submit their plans to the method teacher for criticism and consultation. At the appointed time the lessons were given and reports and criticisms of the lessons made by observers, either pupil teachers, the practice teacher, or the teacher of methods.

In order to give unity and stability to the classes in the practice schools, two able teachers were chosen to superintend the teaching in the schools, to give model lessons for the normal pupils, to give necessary drill if the lesson by a normal pupil had been unsuccessful, to conduct frequent examinations of the classes to ascertain whether the instruction had been thorough and progressive, to criticise the normal pupils daily, and by word of admonition or encouragement to help maintain in the normal and practice schools that standard of excellence in scholarship, punctuality, and conduct which constitutes the purpose and aim of the school.

To the practice teachers, also, the normal pupils looked for direction in clerical work and in that which pertains to general school-room economy.

One of the important duties of the method and practice teachers was the giving of sample lessons in the several divisions of the city, using for practice a class in the grade and division. The teachers of this grade and division were present at these lessons, together with the supervising principal of the division, the principal of the Normal School, and the Superintendent of Schools. After the lessons opportunity was offered for questions and for the discussion of methods and of the place and the purpose of the lesson in the regular course of the school work.

In this way teachers who needed help received it, the school work was strengthened, unified, and made even, and the Normal School was properly brought into the most direct practical sympathy, co-operation, and unison with the school work at large. To the teachers in the higher grades in the Webster and the Franklin Buildings the Normal School is especially indebted for their cordial co-operation. They most willingly accorded the normal pupils the privilege of teaching in their classes. In this way was secured the opportunity of teaching physics, physiology, history, composition, and design.

Great satisfaction was expressed by the teachers in charge with the results of the teaching by the normal pupils. This work was doubtless a potent means of giving scholastic and technical strength and breadth to the normal pupils, who were thus brought to an understanding of the work and conduct of the higher grades.

Too often pupils of normal schools, because of practice in the lower grades exclusively, assume that it is only for these grades that careful preparation is needed, or they make the equivalent blunder that the same methods and the same discipline apply to lower and higher grade work. Teaching in all the grades is the only preventive for this mistake. It is most important, therefore, that there be regularly attached to the Normal School, schools not only of the primary grades but at least one of the grammar schools. This is desirable not only for the benefit of the normal school but of those teachers who need the stimulus of observing the work in schools similar to their own, which tests and employs the latest results of educational study, research, and experiment.

It is highly important that the library of the Normal School should be greatly enlarged. Books of reference, standard school-books, popular books of science, history, biography, and travel, psychology, and philosophy, together with the leading educational organs of the country, would equip a library or reading-room which would be of inestimable value in fostering a professional spirit among the teachers, and would materially aid them in their laudable desire and ambition to keep abreast with the progress and best thought of the day in their profession. We hope that at no distant date the sympathy and interest of the Commissioners and Board of Trustees will be directed toward this end.

A constant source of encouragement to the school during this year has been the greatly increased number of visitors, teachers, and parents at the sessions of the practice schools. It is a sign of the greater

usefulness of the schools; and the frequent assurances of satisfaction that parents have expressed warrant the belief of those in charge of the schools that the work is thorough, practical, interesting and progressive. That which seems to have especially commended itself is the training of the children in that much-neglected branch, the speaking and writing of good English.

The little compositions which the children were led to make gave excellent opportunities for development. These compositions were based on seeing and doing, on that cultivation of perception which has hitherto held, unfortunately, a subordinate place in primary instruction. With seeing and doing as the basis of thought, the oral and written expression of the thought afforded opportunities for careful training in language and form (writing, spelling, punctuation, etc).

The manual training in the primary classes proved a success. The training of the eye and hand in making form and representing it, the oral description of the work, followed by a written account of it, made a unit of physical and mental discipline founded on universally acknowledged psychological principles.

To all those connected with the Normal School it is evident that the school should be valuable in so far as it is useful, not only to present members of the school, but to those who have gone from it, and to all others who feel its need.

For the class that graduated the previous year, weekly meetings were held for the discussion of work and, as far as possible, for the removing of difficulties that presented themselves. Moreover, the principal of the school visited, whenever it was possible, the schools of the first, second, and third grades throughout the District.

Especial thanks are due to the Commissioner of Education and his associates for the assistance they have given to the teachers and pupils of the Normal School. At all times the resources of the Bureau of Education have been freely and courteously placed at our disposal.

To no other normal school of similar equipment are greater advantages offered than to the Washington Normal School with its location in Washington, which of itself ought to be a liberal education, and with the opportunity for liberal culture and increasing advantages afforded in the courses at the Washington High School. With the untiring, skillful, and faithful work of the assistants at the Normal School, with the attendant schools for practice, with the counsel, direction, and inspiration of the Superintendent, enthusiastic and zealous pupils of the Normal School may look forward to nobler results for each succeeding year.

Very respectfully,

EMMA S. ATKINSON,
Principal.

Mr. W. B. POWELL,
Superintendent of Public Schools.

REPORT OF THE HIGH SCHOOL PRINCIPAL.

Mr. W. B. POWELL,

Superintendent of Public Schools :

SIR: In compliance with your request, the following brief report of the Washington High School for the year 1886-'87, is respectfully submitted :

ENROLLMENT AND ATTENDANCE.

The year opened with an enrollment of 801 pupils. In November it reached 805, the maximum number registered, and in June, at the close of school, it was 723. The average enrollment was 778, an increase of 90 over the preceding year. The ratio of boys to girls was 3 to 5, and the numbers in the first year of the course were about equal to those in the second and the third years combined. The average percentage of attendance was 95.8, and of punctuality 99.7. When it is remembered that three-fifths of our pupils live at a distance of a mile or more from the school, this record must be regarded with satisfaction.

INSTRUCTION AND DISCIPLINE.

The departmental plan of instruction adopted for all the classes at the organization of the school has been followed with satisfactory results. At least three fourths of all the teachers have been engaged with but one branch of work, and the others have been occupied with subjects that are related in character. The superior advantages of this plan, when teaching only is considered, have been recognized wherever it has been given a trial ; but in many high schools (according to their reports) the discipline and character training of pupils have suffered. With us, I am pleased to state, no such evil consequences have been experienced, but the deportment of pupils has been uniformly correct, and the feeling among the teachers, as often expressed in meetings during the year, has been that the discipline of the school generally was all that could be desired. Two pupils only have been suspended, while fully 90 per cent. have been rated each quarter as either "excellent" or "good" in their deportment.

The courses of instruction, designed at the beginning to secure thorough work in a few branches rather than to furnish an epitome of knowledge, have been followed with as much fidelity as is ever desirable. It may be of interest to mention some of the more noteworthy features of the work undertaken and the results achieved in the several departments.

Mathematics.—Number of pupils, 649 : First year, algebra, 385 ; second year, plane geometry, 209 ; third year, solid geometry and trigonometry, 55, surveying, 38.

In this department special reference should be made to the large amount of practical work done by the classes in surveying. The problems in field work included topographical surveys in Soldiers' Home Park, leveling for profile and contour in the vicinity of the new reservoir, a reconnoissance of Rock Creek, the determination of heights and distances by means of triangulation, and the location of points with the plane table. Each pupil had practice with the instruments in turn and all made plats or drawings representing the work done.

Physics.—Number of pupils, 283: Second year, 262; third year, 21.

For the first time in the teaching of this subject, laboratory work was provided for all, pupils actually performing experiments as well as seeing them performed by the teacher. Each section had its laboratory hour once a week, when the time was wholly occupied with individual work. This resulted in the pupils constructing many simple pieces of apparatus, which were afterwards used in their experiments. By means of this collateral work they were given an opportunity to put in practice their manual training, and were enabled more clearly to understand the principles and the laws which the apparatus was designed to illustrate.

Additions to the apparatus of the department were made by purchase, as follows: Rowland's Flat Grating, Rowland's Photographic Map of Spectrum, Reynolds's Colored Diagrams (one set astronomical, one set optical), Crooke's New Radiometer, Ravenstein's Astronomical Map.

Chemistry.—Number of pupils, 73: Second year, 50; third year, 23.

All pupils have had laboratory work; in the second year one hour a week, and in the third not less than three. The more advanced pupils have also prepared papers, from time to time, on subjects assigned them for investigation, and these they have read before the classes, illustrating them with experiments of their own devising. The subject of the adulteration of foods and drugs has been studied, and tests have been made. In the study of mineralogy, which was taken up during the latter part of the year by the advanced class, use was made of the privileges granted by the authorities of the National Museum, the collections there being frequently visited and the specimens being freely examined by the pupils.

The following apparatus was added: Marsh apparatus for arsenic, 6 retorts, 1 set of beakers and bell glasses, 6 gross test tubes, 1 set chemical charts, also a number of specimens to the school cabinet of minerals.

Natural science.—Number of pupils, 436: First year, physiology and physical geography, 376; third year, botany, 59.

The instruction given to the first-year class was by means of lectures, on the plan inaugurated in 1882, and since followed with success. For the details of this plan, reference is made to the syllabus of topics used

by the pupils as a guide. Twenty-four lectures were given by the teacher in charge and one each by the following-named gentlemen: Prof. H. A. Hazen, of the United States Signal Office, Prof. G. K. Gilbert, of the United States Geological Survey, and Prof. J. W. Chickering, of the National College for Deaf and Dumb.

The work of the classes in botany has aimed at developing the habit of observation. In the laboratory the walls are covered with drawings and mounted specimens prepared by pupils and classified and distinctly labeled, and the cases of drawers are well stocked with every procurable variety of leaf, pod, and berry, to furnish material for object study when excursions to the fields and woods are no longer profitable. Much work has been done by pupils with the microscope in the examination of objects and in drawing and describing the details of plant structure.

Additions to the apparatus of the laboratory have been: 5 compound microscopes from Bausch & Lomb Optical Company, 1 section cutter from Beck & Company, 1 set bell glasses. The collection of the flora of the District has been increased by about 200 specimens.

Business training.—Number of pupils, 125: First year, 72; second year, 53.

In the studies under this head technical book keeping has been considered of minor importance, and more attention has been given to business arithmetic, commercial law and geography, and the elements of political economy. The instruction has been eminently practical; the pupils have been made acquainted with the current transactions of trade and commerce through frequent examination and analysis of market and other reports, and made familiar with the forms of mercantile life by actually using them in an imaginary business.

History and political science.—Number of pupils, 612: First year, ancient history, 385; second year, history of England, 173; third year, Freeman's General Sketch, 49, political economy, 23.

The work done in this department during the past three years has been of a character to elicit favorable comment from several eminent authorities. Prof. H. B. Adams, of the Johns Hopkins University, in suggesting the idea of a civil academy at Washington (see Circulars of Information, United States Bureau of Education, No. 1, 1887, page 79), says: "The High School of Washington is already a virtual seminary of history and political science"; and in the September number of *The Academy*, Prof. A. B. Hart, of Harvard College, in an article on the teaching of history, says: "No school in the country has so systematic a course in history and so thorough an organization as the Washington High School."

In the work of the past year the lectures on current events awakened much interest and deserve to be especially mentioned. Such sub-

jects as Irish home rule, the fisheries dispute, and the interstate commerce act were taken up and presented in a way to give pupils a clear understanding of them.

English.—Number of pupils, 659: First year, 335: second year, 173; third year, 101.

A syllabus of English literature and a brief synopsis of American authors were prepared early in the year by the head teacher of this department with the design of furnishing to the classes beginning the study a general survey of the field to be covered. No biographical manual has been used in the school for several years, and, instead of studying about authors, pupils have been led to a direct acquaintance with their works. The school library is the English teacher's laboratory, and pupils have been taught how to work in this laboratory and how to use its various aids and appliances. Lists of books have been made by the teachers, and some of these have been prescribed and others recommended for outside reading, a constant effort being made to cultivate a taste for good and wholesome literature.

The usual attention has been given to English composition.

German.—Number of pupils, 351: First year, 161; second year, 102; third year, 88.

This department continues to be one of the most popular in school. While the natural method is employed in teaching the language, speaking, writing, and original composition are practiced constantly, and a good deal of systematic grammar is worked into the daily lessons. Some erroneously suppose that a language is learned by this method without much effort on the part of the pupil, the teacher doing all the work. As only German is spoken in the class room from the beginning, a pupil does acquire many words and idioms almost unconsciously, but true progress can be made only by persevering study and much practice.

The "Sprachbuch," of which the head teacher in this department is the author, has been used with marked satisfaction.

Latin.—Number of pupils, 302: First year, 142; second year, 103; third year, 57.

However the question of the classics may be settled in the future, it is certain that Latin still remains to a large extent the basis of our secondary education. The advantages of the study need not be discussed, but it is a mistake to regard it as altogether a college preparatory study, for it should be pursued rather for its own sake and as a preparation for life work. Our High School has been fortunate in the past in having excellent teachers for this subject, and the influence of their work has been felt outside their own class room.

The Roman pronunciation, which has on its side the weight of the best scholarship, and which is used in three-fourths of the colleges of

the land, was adopted when the study was introduced, and though objections to it are occasionally raised by some parent who studied the language before this method came in vogue, no sufficient reasons have been urged for making a change.

French.—Number of pupils, all in the third year, 82.

(This subject has been dropped from the course, at least temporarily, in order that manual training might be introduced without encroaching too much on the scholastic work of the school.)

Greek.—Number of pupils, 29: Second year, 23; third year, 6.

(This subject also has been discontinued, partly for the same reason as the French, and partly on account of the small demand for the study by the pupils.)

Drawing.—Number of pupils in special classes, 106: First year, 40; second year, 39; third year, 27; in the regular classes, all others.

A competitive examination was held at the opening of the year for appointments to the special class. Over one hundred pupils took the examination, though it was known that the class would be limited to forty, showing how highly this instruction is prized. Constructional drawing and the designing of patterns for wall-papers and fabrics are some of the practical features of the course, and many of its graduates have become draughtsmen, architects, and designers.

In the regular classes all pupils have had practice in making geometrical figures from card-board, and considerable modeling in clay has been done in addition to the usual amount of free-hand and mechanical drawing.

Manual training.—Number of pupils, 225.

Early in the year a carpenter shop was fitted up in one of the basement rooms and all of the boys of the first two years who wished were given the ordinary course in bench work. Twelve boys formed a shop class, and each class was assigned one hour a week for a lesson and practice. This beginning in what was believed to be an important addition to the school curriculum was watched with interest. The time devoted to the work was not enough to produce any marked results, but it is certain that it did not hinder the general progress of any boy who engaged in it, and it is equally certain that the influence of the work was beneficial in various ways in the school.

Vocal music.—Number of pupils, 328: First year, 172; second and third years, 156.

The lessons in this subject were given once a week by the director of music. The classes formed two remarkably well-balanced choruses, whose singing was introduced on several semi-public occasions and received with much favor. It is believed that some spirited singing by a

chorus from the graduating classes would add to the interest of the commencement exercises.

Military drill.—Number of pupils, 180: First year, 100; second year, 62; third year, 18.

This exercise is regarded with favor by the teachers and is popular with the pupils. It is in itself an excellent physical exercise, and it exerts a healthful influence over the discipline of the school, both in training pupils to the habit of instant obedience and in developing an *esprit de corps*. Although it is an "elective," every year there are more boys who wish to join the companies than there are equipments for.

The battalion of this year reached a high state of proficiency. On the 22d of February it gave a street parade; on the 25th of March an exhibition drill by companies and squads at the school building, and during the National Encampment it gave a battalion drill on the drill grounds, which was highly complimented.

The usual calisthenic drill for girls was continued. By giving these classes something of a military organization and by adding to their exercises a number of suitable military movements and forms of drill, the interest of the pupils participating was quickened and sustained, while the good results derived were correspondingly increased.

THE SCHOOL LIBRARY.

This valuable adjunct to the equipment of the school is now in a condition to afford the fullest possible help which both teacher and student can obtain from the books on its shelves. A card catalogue has been completed in which there are entries both by title and author. Also numerous reference lists have been prepared bearing upon the work of classes in different subjects. While the library is designed chiefly for reference, the books in several departments may be drawn for home reading. During the past year 13,000 volumes were drawn by pupils. One hundred and forty-four volumes have been rebound during the year and 64 new books have been added, making the number now in the library 5,200.

ANNUAL COMMENCEMENT.

The graduating exercises of the school were held jointly with those of the Normal School, at Albaugh's Opera House, on the afternoon of Tuesday, June 21. The exercises consisted of prayer by the Rev. Dr. John P. Newman, an introductory address by Judge MacArthur, an address by General John C. Black, and the conferring of diplomas by President Cleveland. Commissioner Wheatley, representing the District Commissioners, presided, and the Marine Band, under the leadership of Mr. Sousa, furnished appropriate music. The graduates from

the High School numbered 40 boys and 105 girls from the full three years' course and 19 boys and 26 girls from the two years' or business course.

THE GRADUATES OF THE SCHOOL.

The following table gives the number of pupils graduating each year since the organization of the advanced grammar schools:

Year.	Advanced grammar school for girls, and girls' High School.	Advanced grammar school for boys and boys' High School.	Washington High School.	
			Girls.	Boys.
1877.....	22	34	.....	.....
1878.....	35	26	.....	.....
1879.....	24	20	.....	.....
1880.....	32	23	.....	.....
1881.....	33	23	.....	.....
1882.....	26	.....	23	13
1883.....	.....	.....	33	18
1884.....	.....	.....	67	48
1885.....	.....	.....	104	42
1886.....	.....	.....	105	40
1887.....	.....	.....	.....	.....
Total	172	126	332	161
Boys.....	.....	.....	.....	287
Girls.....	.....	.....	.....	504
Total .....	.....	.....	.....	791

An effort has been made to follow these graduates in their various pursuits since leaving school and it is a pleasure to note the uniformly good records that they are making for themselves. Over 200 of the "girls" and 13 of the "boys" are now teachers in the public schools of the District; 82 of the whole number have gone to college, 6 to West Point, 3 to Annapolis, and 47 have been or are now students in technical or professional schools; many have entered the service of the United States Government as draughtsmen, topographers, and assistants in the various scientific bureaus; 7 have entered the Revenue Marine Service, and 6 are assistant examiners in the United States Patent Office. The various crafts and trades have their representatives also, but as Washington is not an industrial city, the number engaged in mechanical pursuits is comparatively small. So far as is known (and the principal's acquaintance extends to all the male graduates), there is no one who is not engaged in some active and useful vocation.

Most of those who have attended colleges and higher institutions have sustained records there, that have reflected credit on their earlier teaching. We may mention as instances of this the fact that three of our graduates now have *honorary* scholarships at Johns Hopkins University, and that of the number now enrolled as cadets at West Point one leads his class and three others have ranks of third, eleventh, and sixteenth, respectively, in classes numbering from 50 to 100.

THE CORPS OF TEACHERS.

All of the teachers who have been connected with the school, not only during the past year but in the earlier years of its history, have been graduates of well-known institutions, and with but rare exceptions they have been able, skillful, and well qualified for the work they have undertaken.

In the eleven years since the girls' school was opened in 1876 (the school for boys came a year later and the consolidation of the two schools in 1882) there have been 37 different persons employed as teachers. Four of these came from the Johns Hopkins University, either as graduates or fellows, 3 each from Vassar, Wellesley, and Smith Colleges and Boston University, 2 each from Yale and Dartmouth Colleges and Cornell University, and 1 each from Princeton, Bowdoin, Dickinson, and Allegheny Colleges, Leipsic, Michigan, Vermont, Wooster (Ohio) and Lehigh Universities, Oswego and Washington Normal Schools, Mount Holyoke Seminary, Ipswich (Mass.) Academy, Worcester (Mass.) Polytechnic Institute, and Douai (France) Faculté.

This record is significant in showing something of the scholastic qualifications of all those who have been appointed as teachers, and while it does not necessarily imply the best teaching possible, the high standard of scholarship which it indicates has undoubtedly contributed in large measure to whatever success the school has achieved.

BUILDING AND ACCOMMODATIONS.

The building which has been the home of the school during the past five years has been found well adapted for its work, being well lighted, heated, and ventilated, and convenient in the arrangement of its rooms; but the school has now become so large that the accommodations it affords are altogether insufficient. Since the opening of school this year (1887-'88) its capacity has been exceeded by 150 pupils, making necessary a half-day plan for this number and for as many more who alternate with them. This arrangement at best is but a poor makeshift, for it works injustice to a part of the school and naturally causes discontent.

The question of providing additional accommodations is the most important one affecting the future welfare of the school.

CONCLUSION.

Before closing this report, I desire to bear testimony to the fidelity and devotion to duty of that one of our number whose death occurred during the last vacation.

Mr. George R. Israel, who died at Knowles, Md., September 5, had been the teacher of chemistry since the present school was organized,

and is justly entitled to the credit of developing the course of instruction in this important branch. A conscientious and earnest teacher, he was held in high esteem by his pupils and fellow teachers, all of whom were grieved to learn of his untimely death.

I desire also to testify to the zeal and efficiency of Miss Lydia M. Dame, who for the past five years has filled the position of assistant principal, and who resigned last June to accept a position with a higher salary in a private school. The fact of a teacher's leaving under such circumstances, however, as was the case with no less than four of those who resigned in June, ought to reinforce the statement so frequently made that the salaries in the High School are now too small to retain for any length of time the services of the best teachers.

In conclusion, I wish to thank the teachers and all who have been associated with me for the cordial co-operation they have given at all times, and acknowledge my indebtedness to the members of the High School Committee for their encouragement and support and for the assistance they have ever been ready to render in times of difficulty or doubt.

Very respectfully,

E. A. PAUL,
Principal.

OCTOBER 1, 1887.

REPORT OF THE SUPERVISING PRINCIPAL OF THE FIRST DIVISION.

WASHINGTON, D. C., *June 30, 1887.*

DEAR SIR: I have the honor to submit the following brief report of the work done in the schools of this division during the school year of 1886-'87:

I include in this report tables of statistics, showing the distribution of schools by grades, the enrollment of pupils, the condition of buildings and of school rooms, and the number of half-day schools. The statistics are taken from the monthly and annual reports of teachers.

My estimate of the work done in the school room is based upon the results of investigations made under your direction at different times during the year, upon the reports of the teachers, upon the results of grade meetings, and upon personal observation of the work of the teacher with her class.

A more detailed report of these examinations and of supervision has been made to you at regular meetings of the supervising principals. I regret that the oral examinations and supervision could not have been more thorough and exhaustive. The numerous duties incident to the organization and management of so large a number of schools make close supervision impossible.

Distribution of schools by buildings.

	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Total.
Franklin	3	4	4	2	.....	1	1	1	16
Dennison	2	2	2	2	1	2	2	2	15
Force	2	1	2	2	2	2	1	2	14
Analostan	1	1	2	4	4	2	.....	.....	14
Thomson .....	.....	.....	.....	1	3	1	1	1	7
Fourteenth and N streets .....	.....	.....	.....	1	1	.....	.....	.....	2
1006 Twenty-sixth street .....	.....	.....	.....	.....	.....	2	2	2	6
2037 F street .....	.....	.....	.....	.....	.....	.....	2	2	4
Fourteenth and Q streets .....	.....	.....	.....	.....	1	.....	1	1	3
Total number of schools.	8	8	10	12	12	10	10	11	81

The above table shows the total number of schools to be 81, an increase of 4 over the number of the preceding year. New schools were made in grades 8, 7, 6, and 1. The increased number of first grades was due to the limited seating capacity of rented buildings on Twenty-sixth street and on F street.

Your attention is called to the relatively small number of lower grade schools as compared with the number of higher grade schools, a condition for which I am unable to assign a satisfactory cause.

Months.	Total enrollment.	Average per teacher.	No. of seats.	Average vacant seats per teacher.	Schools having seating capacity less than 45.
September	3,704	47	4,016	4	16
October	3,948	48.7	4,106	1.9	16
November	3,899	48	4,106	2.5	16
December	3,882	48	4,106	2.7	16
January	3,813	47	4,106	3.6	16
February	3,834	47	4,106	3.3	16
March	3,824	47	4,106	3.4	16
April	3,721	46	4,106	4.7	16
May	3,623	45	4,106	5.9	16
June	3,354	41	4,106	9.3	16

The above table is submitted in view of the published misleading statements that were made during the year in regard to the enrollment and the number of vacant seats in the schools of the first division.

The total enrollment includes all pupils enrolled in the different schools during each month, exclusive of transfers and re-entries. It is impossible to determine the *actual* enrollment in any one division from data given in the monthly reports of teachers, owing to the constant change of a limited number from one division to another. The estimate, however, is approximately correct. The number of seats in the schools has been ascertained by actual count. The small number of seats in the sixteen schools noted above is due in most cases to lack of room for more. The relatively large number of vacant seats in a few schools is due to the limited number of applicants in certain localities for particular grades, and to the unsuitable condition of buildings in which these schools are located.

April, May, and June enrollment.

School year.	April.	May.	June.	Leaving after April.	
				Number.	Per cent.
1884-'85.....	3,330	3,272	2,962	368	11
1885-'86.....	3,543	3,472	3,279	264	7
1886-'87.....	3,721	3,623	3,354	357	9

By comparing the April, May, and June enrollment of the past school year with the same enrollment of school years 1884-'85 and 1885-'86, we observe that the percentage of pupils enrolled in April who left before the end of June is smaller than in 1884-'85, and but little larger than in 1885-'86. It is apparent, therefore, that the discontinuance of the annual written examinations has had no perceptible effect upon the attendance during the last months of the year.

Half-day schools.

	Number of half-day schools.	Grades of half-day schools.	Number above second grade.
Franklin.....	2	1, 2	.....
Thomson.....	2	1, 2	.....
Dennison.....	6	1, 2, 3	.....
Q street.....	2	1, 2	2
Force.....	4	1, 3	.....
Analostan.....	4	3, 4	2
F street.....	4	1, 2	4
Twenty-sixth street.....	6	1, 2, 3	.....
Total.....	30	.....	10

The abandonment of the building on Twenty-second and I streets necessitated the "doubling" of six schools in the Analostan and in the Twenty-sixth street schools. The completion of the Weightman will give an increase of three rooms over the present number, thus enabling me to restore the half-day schools of the Analostan and Twenty-sixth street schools to full sessions. In the northwestern section of the division more schools will be needed at the opening of the school year, necessitating the renting of four additional rooms, or the "doubling" of eight third and fourth grade schools.

Condition of buildings.

Buildings.	Heat.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.
Franklin.....	Excellent	Excellent	Good.....	Good.....	Excellent.....	Excellent.
Thomson.....	Good.....	Fair*	Poor.....	Poor.....	None for boys.	None.
Fourteenth and Q sts.....	Good.....	Fair*	Poor.....	Poor.....	None.....	None.
Fourteenth and N sts.....	Good.....	Good.....	Poor.....	Good.....	None.....	None.
Dennison.....	Excellent	Excellent	Excellent	Excellent	Excellent.....	Excellent.
Force.....	Excellent	Excellent	Good.....	Good.....	Excellent.....	Excellent.
Analostan.....	Excellent	Excellent	Excellent	Excellent	Excellent.....	Excellent.
F street.....	Poor.....	Poor.....	Poor.....	Poor.....	None.....	None.
Twenty-sixth street.....	Poor.....	Poor.....	Poor.....	Poor.....	None.....	None.

* Lower rooms poor; upper rooms good.

In reference to the above report, I have only to add that so emphatic is the objection of parents and pupils to the building on Q street, and to the Thomson school, that it is with difficulty that I am able to fill the seats. The certainty of abandoning the buildings on Twenty-sixth street and on F street makes it unnecessary to comment on their condition further than to say that they are in every respect unfit for school purposes.

ATTENDANCE.

The attendance during the year has been only fairly good. I have observed that the attendance in afternoon schools is always more irregular than in either morning or whole-day schools.

DISCIPLINE.

It gives me pleasure to report a decrease in the number of suspensions, dismissals and cases of corporal punishment. I think that suspensions are still too frequent, and too often the punishment for trifling offenses. Dismissals have followed in cases of a serious nature. Corporal punishment has been resorted to only when it has been impossible to secure the co-operation of parents, when all other measures of discipline have failed, and when either suspension or dismissal would mean the abandonment of the culprit to influences it is our aim to overcome.

The discipline in school rooms and in buildings has been unusually good, a condition due to the uniformly earnest work and good judgment of principals and the hearty co-operation of teachers.

SCHOOL WORK.

I wish to express my appreciation of the earnest and conscientious work of the teachers in the school room. The attendance at grade meetings has been good, and there has been manifested an honest and, in nearly every instance, a successful effort to carry out all suggestions and instructions of Superintendent and Supervising Principal. I can not commend too highly the earnest spirit of co-operation that has been shown.

I regret that I must report several teachers for an apparent want of enthusiasm and earnestness in their work, and for unsatisfactory teaching, to the positive injury of the pupils under their care. A few others, because of an evident inaptitude for the work, or because of a lack of proper training, have failed. Such cases have been reported in detail to the trustee of the division and to you. I hope to see improved work should they be reappointed.

In the estimate of the work of the school room given below I have made no attempt to criticise the work of separate grades or of indi-

vidual teachers. This has been done at stated times during the year. With a brief statement of the work we endeavored to do, I have given an estimate of the degree of success or of failure.

Number.—Particular attention has been given to this branch in grades below the seventh. The work in the first and second grades has been thoroughly outlined in pamphlet form. The teachers have endeavored in their work to lead the pupils to develop principles and rules of work in a logical way, so that they may see and understand clearly, and be able to formulate for themselves their methods of work and definitions. They have endeavored in their work to lead the pupils to see clearly the relations of *numbers* and to make rule-work or rote-work with *figures* impossible because of a clear understanding of these relations. They have discouraged work in abstract numbers too large to be readily comprehended by the pupils. They have endeavored in the selection of examples to make them practical, and they have required the making of reasonable examples by the pupils, orally and in writing. The teaching of simple fractions has been introduced into the work of grades below the fifth. Only fractional parts of things were considered, and only those used whose terms were small numbers. In the early part of the work of the fifth grade, in the development of the rules of work only simple fractions were considered. No text-books were used in this part of the work. Especial attention has been given to correct expression in all number work.

The results of this work are unusually satisfactory, and show that the teachers have done faithfully and intelligently the work proposed. The pupils have taken a keen interest in this study and have shown a marked increase in power.

Geography.—The study of geography in the eighth grade has been discontinued, except so far as it may be incidentally reviewed in connection with the historical work. The elementary lessons usually given in the second grade have been omitted, the course of the third grade embracing them. The method of presenting this work was therefore somewhat changed. The work has been largely in the geography of the immediate neighborhood and in the development of the map of Washington, of the idea of relative position and of relative distance, and in the study of the points of the compass and contours. Incidentally many definitions of terms in geography were developed. In all grades in which this subject is taught the teachers have endeavored to avoid the memorizing of relatively useless facts and the names and position on the map of unimportant places. They have made an effort to study thoroughly representative cities, the habits and customs of peoples, their employments and trades, their governments, and often their history. In many schools extensive collections of pictures and products have been made by both teachers and pupils. In nearly all

schools books of travel have been read; and to still further supplement this work, home study and home reading has been encouraged.

Generally the map-making has been done without diagrams, and for the purpose only of fixing in the minds of pupils the relative positions and the relative sizes of countries. The making of elaborate maps has been discouraged as school work. Working maps, elaborated as the work in the text-books progressed, were before the pupils in nearly every lesson.

The work in geography was not uniform. In many schools this subject was well taught; in a few it was little more than a recital of bare facts from the text-book. Too little map work was done in a few schools.

History.—In this, as in geography, the teachers have endeavored to encourage supplementary home study and home reading. In nearly all schools good books have been read, and the constant use of maps in connection with all work has been urged.

I think too little attention has been given to the history of the people, their modes of life and the conditions of living, and too much to the memorizing of relatively unimportant details. The character of the text-book in use and the difficulty experienced by teachers in certain localities in procuring suitable books for supplementary reading make it almost impossible to get the best results.

The work for the eighth grade was planned by you. It has been prepared and presented with great care and intelligence by all. In the course the following general topics were studied: Defects in the Articles of Confederation, and events leading to the adoption and ratification of the Constitution; State, town, and county governments; comparison of the conditions of the country at the time of organization with those now existing.

Although the schools are poorly equipped with material for such supplementary work as is suggested in the outline, an unusual amount of thoughtful and critical reading has been done. The pupils have taken great interest in this work and have shown marked ability and intelligence in the discussion of the different topics, both in debate and in compositions.

Spelling.—The teachers have endeavored to form good habits of spelling by insisting upon correct written work at all times. Combined with the study of the forms of words, their meanings and their uses have been considered. Basing my estimate upon the reports of teachers the results have been satisfactory.

Reading.—Much reading has been done in all grades above the third. The books read were usually to supplement the work in history, geography and physiology. The result is that pupils read intelligently and easily. I think, however, that more attention should be given to the

purely mechanical part of reading—to voice culture. Carelessness of expression and indistinct enunciation too often pass unnoticed and uncorrected. I think also that there should be more work done in preparation for reading, in the study of new words, allusions, comparisons, etc.; that correct expression may be the result of correct understanding; that, when reading, the *idea* and not the *word* may be the unit of thought.

Language.—Perhaps in no other branch taught has the improvement been more marked than in the ability of the pupils to express themselves correctly in speaking and in writing. This work has been emphasized in all grades. In the composition work the aim has been to lead the pupils to *see* and to use idiomatic English correctly for the expression of what they see. To do this, thorough oral preparation for the written work has been given. Much time was devoted in the higher grades to the study of the structure of the composition and to style. Constant work was done in developing outlines or abstracts of subjects to be used in composition work. The method of criticising written work has been good. In the written work of all branches of study constant attention was given to correct expression. Descriptions of pictures and of objects have been made in all grades. Topics in history, geography, and physiology have furnished subjects for compositions in the more advanced grades.

The result has been most gratifying. The pupils have written more and better than ever before. Where unsatisfactory results have been observed the cause may be attributed to the failure on the part of the teacher to comprehend the purpose of the work.

Technical grammar has not been neglected. The study of that part bearing immediately upon correct expression in speaking and writing has been emphasized.

There has been some lack of uniformity in this work, due partly to the failure of the teacher to comprehend thoroughly the purpose and limit of the work, partly to the inadequateness of the text-books in use.

Penmanship.—Much writing has been done, and an effort has been made to form correct habits by always requiring the best work. Not enough attention has been given to the preparatory drill-work in movements, or to the critical study of the forms of letters and figures. In the lower grades the writing has been better than heretofore; in the higher grades not so good. The reasons for this I have indicated. Where the teachers have combined the critical study of the forms of letters with the formation of good habits of work, the results have been satisfactory. Many have done this.

Physics.—The work in this subject has been limited to the seventh grade. But little has been done. The manual prepared was put into the hands of the teachers late in the year, and the purpose of the work

and methods of presenting it were not well understood by all. The difficulty many experienced in getting material and the time taken in making apparatus prevented much work. I trust that more definite instruction may be given during the next year, as I consider this work most valuable for development, if properly done.

Physiology.—In all grades lessons in hygiene have been given. Text-books have been read and the subject-matter discussed. In many schools the subject has been presented objectively. Selected topics have been outlined and have been used as subjects for compositions. Correct expression has been made an important part of the work.

Music and drawing.—As detailed reports of the work done by individual teachers have been made by the directors of music and by the teachers of drawing, I have only to add that I believe that the work prescribed has been faithfully done.

In closing, I wish again to testify to the hearty co-operation which has been so generally shown by the teachers in all work proposed. I wish also to express my appreciation of the kindness and courtesy uniformly shown to me by you in our official relations.

Very respectfully,

Mr. W. B. POWELL,
Superintendent of Public Schools.

N. D. CRAM,
Supervising Principal.

REPORT OF THE SUPERVISING PRINCIPAL OF THE SECOND DIVISION.

WASHINGTON, D. C., June 30, 1887.

DEAR SIR: Agreeably to your request, I respectfully submit the following report of the schools of the second division for the school year just ended:

SCHOOL ACCOMMODATIONS.

The school accommodations have been quite inadequate. No new buildings have been provided for three or four years. Meanwhile the schools have steadily increased in number until it has become necessary to place all the lower-grade schools on half time, and so to make one room serve for two schools.

The completion of the two new buildings now in process of erection will, in some degree, relieve this pressure, and provide for vacating the basement of the Twining School and certain rented rooms which are not well suited for school purposes.

It is pleasing to note that the District authorities propose to continue this enlightened policy of erecting buildings to supply the growing

wants of our schools, and that we may hope at length to realize that most desirable state of things in which each class, be its grade high or low, shall have its separate room.

In this connection I would enter a plea for the preservation of the hall of the Seaton School. This has for several years been diverted from its original purpose and used as a school room, and recently it has been proposed to remodel and fit it for such use. The pressure for room, which seemed to demand the change, no longer exists, as at the completion of the new building on North Capitol street that locality will be well provided with school buildings. This is the only hall in the division; it is centrally located, well planned, and of good acoustic properties, and, if restored to its proper condition and use, will meet a decided want in the Second Division. Its use for a class room will probably be desirable for the coming year, but anything more than a temporary occupancy would seem a short-sighted policy, as it would in all probability leave the teachers and pupils of the division permanently without a suitable place of assembly.

ATTENDANCE AND DISCIPLINE.

The attendance during the year has been, so far as I can judge, as good as the average. The fact is noticeable that, other things being equal, the percentage of attendance in the afternoon half-day schools has been quite below that of the morning classes.

The falling off in numbers toward the close of the year as shown by the classification lists is somewhat greater than that for the preceding year, a result for which probably no definite reason can be assigned.

I think that the absence of teachers, from illness and other causes, has been less than for the preceding year.

The state of discipline in the schools has compared, as a whole, favorably with that of previous years.

With an increased enrollment, the number of cases of suspension reported to me has been smaller than for the preceding year; the proportion of dismissals as the result of suspension has also been less; a gratifying result when we consider that a considerable part of those dismissed are thrown out of school permanently and left exposed to all the evils incident to want of proper occupation and guardianship.

SCHOOL WORK.

Intimately connected with the subject of school discipline is that of school work or instruction; good discipline is an excellent augury of good teaching.

I think there has been a gain in the character of the work done in the schools during the past year in several respects.

The art of expression, the use of language, has been emphasized in all the grades and with good results. The pupils have made commend-

able progress in the orderly arrangement and correct expression of ideas, both orally and in writing.

The work of arithmetic has been largely directed to the simpler elementary and practical parts of the subject, and while certain changes in the order of work in this branch have been somewhat exacting in certain cases, it is not believed that the same conditions will exist hereafter.

The teaching of hygiene, prescribed by an act of Congress, has followed the course laid out and has been made interesting and instructive by objects and illustrative experiments.

The work in geography and history has been broadened beyond the limits of text-books with the special aim of giving the pupils an intelligent and comprehensive view of the subjects taught.

The work of the different grades has been reported from time to time as inspections were made, and need not be recapitulated here.

Certain aids to teachers, such as maps, globes, books of reference and for supplementary reading are needed, and should be furnished so far as the state of funds will permit.

In conclusion, it affords me satisfaction to report that the teachers of the second division have labored intelligently, faithfully, and successfully to accomplish the work of the year, and have loyally co-operated with the supervising principal in carrying out all your instructions and recommendations.

Very respectfully,

Mr. W. B. POWELL,
Superintendent of Public Schools.

N. P. GAGE,
Supervising Principal.

REPORT OF THE SUPERVISING PRINCIPAL OF THE THIRD DIVISION.

WASHINGTON, D. C., *June 30, 1887.*

DEAR SIR: In compliance with your request I respectfully submit the following report of the condition of the schools of the third division for the year ending June 30, 1887.

Number of schools in this division.

First grade	13
Second grade	12
Third grade	12
Fourth grade	12
Fifth grade	13
Sixth grade	9
Seventh grade	7
Eighth grade	5
Total ..	83

The increase in the number of schools over the preceding year is 5, distributed as follows:

One eighth grade in the Wallach, a fifth grade in the Blair, a fourth grade in the Cranch, a third grade in Esputa's Hall, and a first grade in the Brent.

The largest enrollment was during October, when the whole number of pupils was 4,332, being an average of 52.1 pupils per teacher. The number of school rooms in owned buildings was 54, and in rented buildings 11, being a total of 65 school rooms for the accommodation of 83 schools. This left 18 schools without rooms, and necessitated thirty-six half-day sessions.

The tables below show the number of school rooms in detail in buildings owned and in buildings rented, with remarks on the condition of the same as to light, ventilation, and water-closet arrangement:

Buildings.	Number of rooms.	Light.	Ventilation.	Water-closets.
Wallach	12	Excellent...	Bad.....	Excellent.
Peabody	12	Excellent...	Excellent...	Fair.
Blair	8	Excellent...	Excellent...	Excellent.
Brent	8	Excellent...	Excellent...	Excellent.
Cranch	6	*Excellent..	Fair	Excellent.
McCormick	4	Excellent...	Fair	Bad.
Lenox:				
Upper room	1	Excellent...	None	Bad.
Lower room	1	Fair	None	Bad.
Seventh and G southeast	2	Bad.....	None	Fair.

* The light in the Cranch school is excellent, with the exception of the two upper rooms, where it is only fair. Heating arrangements satisfactory in all owned buildings excepting the McCormick.

Buildings rented.

Buildings.	No. of rooms.	Light.	Ventilation.	Water-closets.
Peabody annex—	2	Fair	None*	Bad.
Upper	2	Excellent..	None	Bad.
Lower	1	Good	None	Fair.
Seventh and A streets northeast				
Esputa's Hall—	1	Good	None	Fair.
Upper	1	Bad	None	Fair.
Lower	1	Bad.....	None	Bad.
North Capitol street	1	Fair	None	Fair.
Third and B streets southeast	1	Fair	None	Fair.
Fifth street and Virginia avenue southeast.....	2	Fair	None	Bad.

* "None" means that no artificial ventilation is provided.

Happily, three new buildings now in progress, and to be ready for use by October, will furnish 24 new and desirable school rooms. Arrangements have already been made to abandon 9 of the 11 rented rooms now occupied, at the beginning of the next school year. We shall then have 78 school rooms in buildings owned by the District and 2 rented rooms; all of them, with the exceptions indicated in the above table, well adapted to their use. This large addition to our accommodations

will make it possible to restore 8 half-day third-grade schools and a like number of fourth-grade half-day schools to full sessions. Notwithstanding the great increase in school facilities by the erection of new buildings this year, I think that the crowded condition of the Cranch School and the unsuitableness of the Lenox, Seventh and G, and Fifth and Virginia avenue schools, will demand, within a twelve-month, the building of an eight-room house in the southeast section of this division.

ATTENDANCE.

The attendance has been, in general, regular and punctual. With the exception of sporadic cases of diphtheria and a slight epidemic of measles quite late in the spring, the health of the pupils has been good.

The monthly percentages of attendance do not show a very great variation in different schools, and I am especially pleased to report that the number of cases of tardiness has been very small.

I have observed that the attendance of pupils of afternoon schools is never so good as in morning schools.

Truancy is confined to a few chronic cases, in which permanent reformation is seldom accomplished; the boys usually drifting away from school at an early age, here and there obtaining employment, and quite as often falling into vagabondism and crime. In their treatment of truancy the teachers have exercised a commendable degree of tact and forbearance.

DISCIPLINE.

Improved methods of teaching, a larger proportion each year of trained teachers, light, ventilated, and comfortable school rooms, increased attention on the part of teachers to the bodily health of pupils, the honest welcome of school-room doors thrown wide open, the familiar mingling of teacher with pupil at recesses, and her frequent voluntary dethronement from her ancient elevation of platform and desk—these, together with the salutary influence upon our youth of a law-abiding citizenship, enable me to report the discipline of our schools in a highly satisfactory condition.

The penalty of corporal punishment, while still on the statute books, is seldom applied. During the year just ended only 2 cases were reported. Forty-five cases of suspension were reported. (Last year, with fewer schools, there were 69.) Perhaps a fourth of these suspensions were for irregular attendance; the rest for flagrant offenses which could be dealt with only by an appeal to the parent by the pupil's suspension. Another disciplinary measure formerly much in vogue, that of "keeping in," is falling rapidly into disuse. The best teachers seldom resort to it. I regard it as an evidence of a lack of skill in utilizing the ordinary school hours to the best advantage.

STUDIES.

With few exceptions the teachers have labored earnestly and with intelligence to carry out the suggestions made by you in the respective grade meetings relating to the course of study. Of course, all have not had the same measure of success. I note, first, a marked advance in the ability of the pupils to arrange their thoughts in an orderly way and to express the same in writing with a fair degree of correctness, so far as the simpler essentials of English composition are concerned. Much more time has been allotted to this work than ever before.

I think the best comparative results in independent expression of thought are found in the lowest grades. In the higher grades perhaps more attention has been given to form, capitalization, and punctuation.

In teaching geography there has been a disposition to strip the subject-matter of many useless details and to make map-drawing helpful rather than ornamental.

Much map-drawing has been done without diagrams, consisting of sketches sufficiently accurate to help the memory and keep the map work abreast of the text. Tracing an outline and filling in as the subject is developed has been employed to good purpose.

All the schools in which geography is taught have done more or less supplementary reading in books of travel, and in many schools of the fifth and sixth grades the pupils have made interesting collections of specimens of raw materials and manufactured articles tastefully arranged and classified as the products of various countries.

The study of United States history has been hampered somewhat by the continuance in use of a meager and uninviting text-book. Much valuable reference work and supplementary reading in this connection has been done in the sixth and seventh grades, especially in the former. In the eighth grade the plan of historical study outlined by you and placed in the hands of the teachers quite late in the year met with their general and hearty approval, and was developed beyond my expectations, in view of the brief time remaining for new work.

The greatest drawback here is the want of books accessible to all the pupils.

The commendable features of the work in arithmetic I consider to be the strengthening of the reasoning powers by the use of many and varied practical problems, and in the lowest grades the thorough objective presentation of the relations of numbers.

Owing to the great amount of time consumed in written language work and in number, the reading, generally speaking, has not been up to the usual standard.

With regard to spelling, there can be no question that excellent habits of self-criticism have been inculcated, dictionaries have been more widely used, and the better spelling of words used in every-day writing has resulted

The teaching of hygiene, with especial reference to the effects of alcohol and tobacco, as prescribed by law, has been quite as thorough as could be expected.

I am certain that while the children know less than formerly of hygiene and physiology *per se*, they are tolerably well posted as to the purely physical objections to the use of stimulants and narcotics.

I wish to express my appreciation of the cheerful alacrity with which the teachers have in every instance responded to my suggestions, and to convey to you, as well, my grateful acknowledgments of your uniform courtesy and indulgence.

Very respectfully,

A. T. STUART,
Supervising Principal.

Mr. W. B. POWELL,
Superintendent of Public Schools.

REPORT OF THE SUPERVISING PRINCIPAL OF THE FOURTH DIVISION.

WASHINGTON, D. C., *June 30, 1887.*

DEAR SIR: I have the honor to submit herewith a report of the schools of the fourth school division for 1886 and 1887.

It will be seen by reference to my monthly reports, on file in your office, that the average daily attendance, as well as the average per cent. of attendance and punctuality, has been good, slightly better than for the preceding year.

Too great praise can not be awarded the teachers for their efforts to maintain a high grade of scholarship and to make the pupil's school-room hours the happiest of the day, thus securing better results in recitations and in attendance.

While the legitimate school work must be paramount, lessons in honesty, morality, and self-reliance have been daily taught, which must form enduring traits in the character of the pupil.

On the playgrounds there have been no serious accidents or disturbances of any kind—a pleasant fact that must be credited in the main to the vigilance and discretion of the principals and janitors, whose various duties have been especially well performed at the Jefferson, Amidon, and Potomac Buildings.

During the school year we were visited by many persons, some of whom were patrons of the school, yet many parents never entered the school room. Parents expect much of us. They do not expect more than they should. If we are doing well, they should come and tell us. If they are not satisfied with what is done they should come oftener, and not leave this duty for the citizens' committee. Parents should study their children at school as well as at home. They might thus be able to assist us

Let the future welfare of your children have as prominent a part in your daily thoughts as that of your horses or other possessions.

STUDIES AND PROGRESS.

I submit herewith a few statements, comments, and suggestions, the result of my frequent inspection of the classes in the studies of the prescribed course.

Reading.—In reading there has been shown a gratifying degree of proficiency. Yet many of our schools are far from perfection in this matter, and there is still room in most of them for further advances along this line.

A change of reader in the fourth grade, and a few series of reading-books introduced in each grade above the fourth as auxiliary or supplementary to the class reading-book, would have a tendency to incite and encourage a stronger desire for useful information generally.

Spelling.—In most of our schools the results in spelling were of a high order of excellence. Instead of long lists of words, spelling was taught to a large extent by writing in connection with language exercises or composition. This important exercise is commenced in the lowest grade, the pupils being required to write the words which they have been taught to read at sight from the blackboard.

Arithmetic or number.—The work in arithmetic or number was much better done in all the grades than ever before to my knowledge. The teachers endeavored to carry out your suggestions in mental arithmetic, by giving short examples of a practical character, such as the pupils will probably meet with in subsequent life.

Grammar or language.—In this branch of instruction substantial progress has been made. "According to Rule IV, which says," is now but seldom heard, and I have reason to hope that another year will witness its complete extinction. Practical language lessons now begin with the first school-day and continue to the end of the course. Teachers are constantly admonished by your motto, "To see and to do," and as constantly are they urging upon their pupils the importance of a true knowledge of this motto. Special attention is paid to the subject of language.

Composition.—Of this important branch I have the pleasure of stating that excellent work is done. The subjects chosen by the teachers are in general well adapted to the knowledge and general development of the pupil. The substance of the oral instruction about animals, plants, and minerals, stories from the reading-book, pictures, and letters supposed to be addressed to friends, furnish the greater part of the themes for the lower grades.

Geography.—This subject is generally well taught. I think, however, an outline, such as the Superintendent might suggest in one of his talks, would be very beneficial, thereby producing greater uniformity in the teaching of this subject.

History.—The work in history appears to have been as successful as in former years. In the eighth grade great improvement has been made by adopting certain suggestions recommended by the Superintendent. A change of text-book, however, I think is desirable.

Penmanship.—It gives me pleasure to report that most of the schools have attained a very creditable degree of success in this important branch. "Practice makes perfect," is an adage not less true than old. And in no matter is its force more clearly shown than in penmanship.

Music and drawing.—There being special teachers for these subjects, I will presume that they have reported.

In reviewing the work of the year, it gives me great pleasure to be able to say that my relations with you and Maj. R. A. Fish, trustee of the fourth division, have been uniformly harmonious and agreeable. I have to thank you for your continued and hearty support.

For frequent expressions of good will to the schools and the teachers, I wish to make grateful acknowledgment to the South Washington public.

Of the hearty support and generous co operation of the teachers, for which I am especially grateful, I desire to make this public mention.

Very respectfully,

ISAAC FAIRBROTHER,
Supervising Principal.

Mr. W. B. POWELL,
Superintendent of Public Schools.

REPORT OF THE SUPERVISING PRINCIPAL OF THE FIFTH DIVISION.

WASHINGTON, D. C., *June 30, 1887.*

DEAR SIR: It is with pleasure I report to you the condition of the schools of the fifth division at the close of this school year, feeling as I do, that it has been a particularly profitable one. The schools, as a whole, are in excellent condition, the weak places being few, as shown by my report of individual examinations.

I have been much pleased with the broadening effect produced upon the minds of the pupils of the upper grades by the use of collateral reading in connection with history and geography, which has aided,

greatly, in arousing an interest in, and in establishing a greater love for these subjects.

The improvement in language and arithmetic, through all of the grades, is gratifying, but the most marked advancement is noticeable in the development of the first and second grades in these subjects.

The facility with which the pupils of the lower grades handle numbers, integral, fractional and denominate, as well as words and sentences in composition, and the intelligence displayed in their reading, are remarkable.

An improvement in spelling is also noticeable, the pupils being able to spell most of the words in their own vocabularies, less attention having been paid to spelling, by rote, technical and difficult words not used by the pupils.

The attendance has been good, though an improvement in some schools in this particular is desirable.

The discipline is excellent throughout, cases needing the personal attention of the supervising principal being very rare.

The general health of the pupils has been exceptionally good.

In reference to the supervision of my schools I would say that it has been effected by meetings of the teachers of each grade once or twice a week, in which methods and ideas were discussed and compared, pleasant and unpleasant experiences related, and the best way of promoting the one and remedying the other decided upon, all of which has been followed up by inspection and critical observation of details in the school rooms.

The children who have been obliged to attend afternoon schools have not done so well as those attending in the morning. I hope during the coming year we may be able to have only morning schools for the lower grades.

I desire to speak of the condition of some of my school rooms. Those of the Montgomery street and High street buildings are undesirable, having no cloak-rooms. The pupils are obliged to sit in rooms in which frequently are wet or damp wraps. One room at the Montgomery street is quite dark and damp, making it unfit for use. It should be abandoned. This is also the case with two basement rooms in the Addison, which, since there has been no fire in them, have shown signs of dampness which, I think, would render it advisable not to use them another year.

If the Curtis Hall and the Night School room are converted into school rooms, giving us three additional ones, the renting of five additional rooms would be necessitated for the accommodation of all of the schools of the fifth division for the coming year.

If arrangements could be made by which the janitors could get some whitewash brushes, a little paint, and varnish occasionally, the appearance of the desks and surroundings could be much improved.

I desire to express my gratitude to the teachers of my division for their willing and thorough co-operation, to Mr. W. W. Curtis, the trustee of the division, for his cordial support, and to you for your indulgent consideration throughout the year.

Very respectfully,

B. T. JANNEY,
Supervising Principal.

Mr. W. B. POWELL,
Superintendent of Public Schools.

REPORT OF THE SUPERVISING PRINCIPAL OF THE SIXTH DIVISION.

WASHINGTON, D. C., *June 30, 1887.*

DEAR SIR: I have the honor to report the following:

The county schools, established by act of Congress approved June 25, 1864, for the past twelve years or more have been steadily advancing under many disadvantages toward a higher moral and intellectual plane and in all material interests, and I am pleased to state that their general condition since your appointment to the superintendency, and especially during the session just ended, will compare very favorably with their condition at any former period of their history.

Three new half-day schools were organized during the year, one at each of the following places: Grant road, Mount Pleasant, and Hamilton road, making at present 54 schools, having 56 teachers, including the supervising principal, and an average enrollment per month of nearly 2,600 pupils.

One school in the Hamilton building, Bladensburg pike, was discontinued on the 31st of October last for want of a sufficient number of pupils to justify its continuance, the erection of the Blair building in the northeastern part of the city having drawn off all of those pupils living within the city limits.

Four more schools will be needed the coming session—one at each of the following places: Columbia road, Mott building, Hillsdale, and Hamilton road.

The attendance of pupils has been remarkable, having averaged about 90 per cent. of the enrollment, which is high for the rural districts.

Less than two cases of tardiness per pupil on the average have occurred during the session, which is a good showing when bad roads and long distances are considered.

The discipline of the schools generally is excellent, being mild yet firm. Instead of physical or brute force, as in the early history of our schools, higher and more reasonable inducements are employed to gain the children's attention and to lead them to the performance of duty.

No corporal punishment was reported in the white schools for six months, and none in the colored schools for three months, while in both combined but 46 cases were reported during the year. This record is unprecedented in the schools of the sixth division..

The scholarship has steadily improved. With a corps of faithful and unusually efficient teachers (with but few exceptions), under the direction of the Superintendent, who has frequently and earnestly presented to us many new and valuable suggestions and practical methods, there has been a steady and satisfactory advance in a large majority of the schools, a few having improved at least 100 per cent., only three or four having made but little progress, and but one having made no perceptible change for the better.

While there has been the usual advance in all of the subjects taught in the schools, I wish to make special mention of the great progress observable in language and arithmetic. The children in all the grades, and especially in the lower classes, have a better knowledge of the use of language and can express themselves in better English than heretofore, while technical grammar has by no means been neglected. Composition has been rendered easy, being taught intelligently and from a knowledge of its underlying principles.

Spelling has received, as heretofore, due attention, though the method by which it has been taught differs somewhat from the old. The old method of committing to memory the spelling of words, while not entirely abandoned, has been happily combined with the more rational one of teaching the orthography and use of words in connection with written language or composition.

In arithmetic but little stress has been given to fixed rules and abstract propositions, but in their place principles and practical problems have been substituted. All unnecessary parts that do not enter into practical life have generally been omitted, only the important and practical matter being retained and taught.

The improvement in language and arithmetic is very gratifying, as they are so important in the business of life. The children are taught to see, to think, and to conclude before undertaking to answer, or to explain a proposition.

Lectures on music have been given as usual by Professor Butterfield, and on drawing by Mrs. Fuller. Both of these teachers have made visits to several of my schools, and have rendered much assistance in their respective subjects.

The superintendent has made 167 visits to these schools during the session, an average of three visits to each school. Miss Atkinson, principal of the Normal School, has made frequent visits to several schools in this division, and both have rendered the teachers and myself valuable assistance, for which I am grateful.

The supervising principal has made 799 visits during the session, or an average of fifteen visits to each school, traveling about 1,500 miles.

In addition to the regular meetings on pay-day, there have been five general, two special, and four grade meetings held at the Franklin for our benefit, all of which have been addressed by the superintendent on the best methods of teaching, etc. Mrs. Fuller and Professor Butterfield lectured at several of these meetings.

Two graduates of the Washington Normal School were sent into the county last fall and did excellent work. I am glad that the attention of these young lady graduates is being turned towards the healthful exercise of teaching in the rural schools.

Teachers seem to be deeply interested in their work, and the general scholastic tone of the schools, as manifested both by teachers and scholars is excellent. I feel very much gratified at the progress made.

Not the least in importance is the fact that we have been promptly furnished with all necessary supplies and working material.

We have been fortunate in securing through the Honorable District Commissioners an appropriation from Congress for an additional story to the Tennallytown building, giving us two more rooms at that place, an additional room on the Columbia road, and two more rooms to the Hamilton road building, all of which, I presume, will be ready by the opening of the schools in September next, affording us much needed relief.

We are now renting the Prescott building at \$400 per annum, and a one-room building on Naylor's farm, Good Hope Hill, at \$100. Lots should be purchased and buildings erected for these schools as soon as possible.

Two schools are taught in basement rooms in the Hillsdale building which I regard as unhealthful. In fact, I think the whole building is unsafe and the present site an inappropriate one.

Other new buildings will soon be needed in the county, as the schools are increasing in numbers rapidly.

The sanitary condition of the school houses and out-houses, with the above-mentioned exception, and probably one or two others, is very satisfactory, being as good, I think, as can be secured with the facilities at hand at this time.

The health of the children has been generally good, only one or two deaths having been reported during the session. The loss of time from ordinary ailments and bad weather has not been greater than in years past.

Very respectfully,

JOSEPH R. KEENE,
Supervising Principal.

Mr. W. B. POWELL,
Superintendent of Public Schools.

REPORT OF THE DIRECTOR AND THE ASSISTANT TEACHER OF MUSIC.

WASHINGTON, D. C., *June 30, 1887.*

DEAR SIR: We respectfully submit our second annual report of the examination in music.

The first, second, and third grades stand, according to our marking, about the same as they did last year. We have marked closer than last year; we think, therefore, there has been an improvement this year.

The fourth-grade schools have nearly all finished their limit and can sing two-part music in all the major keys, showing a decided improvement over last year.

The fifth-grade schools are about the same as they were last year. We think more attention should be given to teaching time in this grade, and we have said this to the teachers.

The sixth-grade schools have been improved most of all. It is in this grade that three-part singing is first taught, and most of the teachers have succeeded in getting their pupils well "grounded in three-part singing."

The seventh-grade schools also show improvement.

The eighth-grade schools average about the same as last year. Their work is not as uniform as then, for although they have twice the number of excellent schools this year that they had last, they also have three poor schools where there were none last year, and five a little better than poor where they had only two last year.

There is a decided improvement in the classification of the voices for three-part singing, and some of the teachers have managed the voices under their charge admirably, but there is still a great chance for improvement in this respect. Some have yet to learn that "it is not he who sings loudest that sings best."

We have examined 354 classes since the 26th of April (going together), notwithstanding the extra number of holidays and the fact that the director of music has given eight lessons to the High School in the mean time.

We have also spent three days in revisiting the schools. We find that while some teachers have kept the work up, others have dropped it since the examination and have given the time to other studies.

Our method of examining was as follows: The pupils were required to sing two or three pieces from the charts or books under the direction of the teacher, and were asked such questions as were suggested by the manner in which the pieces were performed. We then put a piece of music (especially prepared for the grade) on the board to test the pupils in sight-singing. At the close of the examination we made such suggestions to the teacher as we thought would improve the work. The great majority of the schools marked excellent sang these test exercises correctly at first sight, while the remainder needed only a sugges-

tion here and there to enable them to sing them correctly the second time trying.

To the regular teacher belongs in a great measure the credit for the good work accomplished, as our visits during the year were so few that without faithful, intelligent work on the part of the teacher the results could not have been so creditable.

The summary of our rating is as follows:

Number of schools considered excellent, 72; good, 118; fair, 146; poor, 18.

Very respectfully,

F. H. BUTTERFIELD,
Director.

J. H. DANIEL,
Assistant.

Mr. W. B. POWELL,
Superintendent of Public Schools.

REPORT OF THE DIRECTOR OF DRAWING.

WASHINGTON, D. C., *June 30, 1887.*

DEAR SIR: No formal changes were made in the prescribed course of study in drawing the present year. A thorough supervision of the schools and an examination of results suggested some improvements. During the year these were made in selected grades and in individual schools. The results of these experiments, together with the ideas that prompted them, are here presented.

The teachers generally carried out the course as indicated by their text-books and the outline given them; some, however, missed the spirit in which the work should be done, making the teaching too theoretic and the drawing too mechanical. Drawing is the language of form; it has no purpose but to express ideas about form. If this thought is not ever present in the mind of the teacher, and is not impressed upon the mind of the child, the connection between the expression and the thing expressed is not defined with sufficient clearness. The result is often a lack of interest in the subject, and a consequent carelessness in drawing that can be checked only by constant effort on the part of the teacher.

A more thorough knowledge of the subject, and clearer ideas of the end to be attained, on the part of teachers is much to be desired. In the subject of construction, especially, much has been done the present year. Molding in clay to a limited extent has been practiced in the first and second grade of schools for the last three years. There is no reason why it should not be continued in advanced grades. More time than usual has been given to it the present year, and an effort has been made to introduce it into the schools of the fourth grade, but the in-

experience of the teachers in handling the material, and the fact that so many of these schools held only half-day sessions, made the attempt but partially successful.

A course in paper folding was given to the schools of the first and second grades the last term of the present year. The material which was supplied to the schools consisted of 4-inch squares of paper. The teachers were instructed in its use and given a definite course to pursue. The course consisted, (1) of folding the geometric forms in a methodical manner, (2) representing these forms by drawings, (3) making oral descriptions of the forms, (4) making with the folded papers original arrangements and representing these by drawings. The course was very successfully carried out. The paper folding is preceded in the first grade by the molding of solids in clay, the outlining of planes with splints, and a series of drills in taking positions and in movements of the hands and arms. It is believed that such a course in the first grade systematically carried out will insensibly lead to clear conceptions of forms, and will prepare the children for an intelligent expression of these conceptions. The terms should be taught by their constant use orally in connection with the forms and in the written description of them. In the third year these foldings should be continued and the cutting of overlying forms from paper preliminary to the drawing of ornamental forms and designing should be introduced.

A suggestion was made to teachers of the fourth year in regard to connecting the constructive drawing and the design with the making of objects, which was by some carried out very successfully. The construction of regular hexagons and octagons was taught by folding and cutting the forms from paper. Designs in these forms for pen-wipers were then made and executed in suitable material; other applications of these forms were suggested, and in many cases carried out by the children at home. In the fifth year, where the making of working drawings forms part of the course, much interest was inspired and successful work was done in making constructions from the working drawings. Geometric solids, boxes, baskets, steps, toy sleds, and houses were made by the children using as material principally card-board, sometimes wood when the constructions were made at home.

The coming session the making of working drawings will be continued in the sixth, seventh, and eighth years, and the constructions connected with the drawings will naturally be continued. This outline incorporates the idea advanced as related to construction. In the representation of appearances the point must be gained by more drawing directly from objects; in decoration, by more systematic and careful study of natural forms, and the execution of such simple original arrangements as the pupil is called upon to make in clay, wood, cloth, or other material to which it is adapted. One design well conceived and executed would be worth a dozen as they are usually made. The object sought by the systematic introduction of these exercises is not in-

dustrial education in its technical sense, although their value as a foundation for all pursuits involving hand work is readily seen. It is purely educational, and is in the interest of drawing itself as a practical study, and above all as a means of development. The connection between the language of drawing and the forms it describes must be felt by the child, and this can result only when he translates his drawings into real forms by construction and expresses his ideas of objects by object drawing. It is not enough to tell the child that such translations can be made and to explain the methods by which they are made; he must construct these forms for himself. The instinct of doing is strong in him, as all parents know, and if not guided in constructive efforts it will be devoted to destructive ones.

It is evidently so necessary to the manufacturing interests of our country that our artisans should have a knowledge of drawing that much attention has been called to the practical advantages to be derived from such knowledge.

The value of the study as an educational factor, however, is only beginning to be recognized, and its power to develop the faculties of the mind by the systematic training of the eye and the hand has not been fully developed. The study is already placed upon a strong and sure foundation in our schools. To introduce all approved methods in order to give to it its full development both as a practical and an educational factor will be the aim of all my efforts so long as I am intrusted with its guidance. To make these efforts successful it will be necessary to supply to the teachers materials, as clay, paper, card-board, and models. Our teachers are always ready to do everything in this direction that can be reasonably demanded of them, and many have done much more. Many parents will see the value of the work and will do their part, but many will not or can not, and the interest of parents should be depended upon only for extra outside work that may be inspired by the work done in the schools. For the regular instruction it is essential that there should be some uniformity in the material and a regular source of supply. A few models that every school can be sure of possessing are also required. Another necessity is time. While it is desirable and possible to so interest the children that they will do some of the work at home, they must be taught the right way and practically do some of the work in the school. The time at present devoted to drawing is not sufficient for such a course as I have suggested, and it is for those who frame the general course of study to consider whether such work is of sufficient value to warrant them in so adjusting it as to give sufficient time for this work.

In the supervision of the schools able assistance has been given by Miss Hilda North, who was assigned to the position of assistant the past year. She has constantly visited and examined the primary grades and has presented to the director a weekly detailed report from the

schools visited. It is due to Miss North to state that her duties have been performed with faithfulness and efficiency.

A drawing examination on blanks provided for the purpose was held in fifth, sixth, seventh, and eighth grade schools June 17.

THE NORMAL SCHOOL.

Much time has been given by both director and assistant to the Normal School. As our schools are yearly supplied with teachers from this source, training there is a direct means of improving the methods in the schools. It is also necessary, in order to carry out efficiently the objective methods of teaching all subjects now so universally used, that a teacher should possess a facility in drawing and a universality in its application that can be acquired only by much practice. This power of making rapid blackboard sketches is a necessary part of the technical education of the teacher, and has been so recognized in our Normal School for many years. This year the regular weekly hour of practice in this specialty, of which Miss North has taken the charge, added to that necessitated by the teaching in the practice schools, has assisted in giving the present class unusual facility in the use of the crayon. Four lessons per week were given by the director to the normal class the first half of the year, two to each division of the school; this was found the last half of the year to be impracticable, when two lessons per week were given to the schools united. The lessons in the practice schools were supervised by Miss North, and followed the course of study arranged for them.

THE HIGH SCHOOL.

Miss Annie M. Wilson was formally transferred to the corps of teachers in the High School, and continued to perform the duties with the faithfulness and efficiency which has always characterized her work and won for her her present position. Two lessons per week were given to second and third year special classes by the director. The course of study was unchanged except that much more time was given to molding in clay. The second year special class molded vases and ornaments from models, leaf forms from nature, and original arrangements of these. In the third-year class were molded ornamented vases and panels arranged from natural forms. It seems desirable that molding should be introduced into some at least of the regular classes, but to do this would require that a room be especially assigned for the purpose. It is inconvenient to do the work in the regular class room and to keep the necessary quantity of clay in order there.

Respectfully submitted.

S. E. FULLER,
Director of Drawing.

Mr. W. B. POWELL,
Superintendent of Public Schools.

SUPERINTENDENT COOK'S REPORT.

OFFICE OF SUPERINTENDENT PUBLIC SCHOOLS,
Washington, D. C., November 29, 1887.

To the Board of Trustees Public Schools, District of Columbia:

GENTLEMEN: I respectfully submit my report of the schools of the seventh and eighth divisions for the year ending June 30, 1887.

The entire number of schools in the two divisions was 168, or 7 more than in 1885-'86. They were classified as follows:

First grade	46
Second grade	34
Third grade	24
Fourth grade	20
Fifth grade	16
Sixth grade	11
Seventh grade	8
Eighth grade	6
High School	1
Normal School	1
Manual Training School	1

From want of separate rooms, 92 schools were located in 46 rooms. Of the schools so located, 40 were of first, 29 of second, 17 of third, and 6 of fourth grade.

The whole number of pupils enrolled, not including the enrollment in the Normal School, was 10,345. The per cent. of the enrollment of the school population, as given by the United States Census of 1880, was 86.6. In the absence of an annual census it is impossible to state exactly what per cent. of the actual school population was enrolled. The estimated population, proportionately determined from the increase of population from 1870 to 1880, is about 14,270; the per cent. of its enrollment was nearly 72.5.

The following shows number of pupils enrolled in grades of schools from the first grade to the High School, inclusive, for the year 1886-'87:

First grade	4,082
Second grade	1,946
Third grade	1,282
Fourth grade	1,046
Fifth grade	728
Sixth grade	462
Seventh grade	319
Eighth grade	204
High School	276

The average number of pupils enrolled was 8,448. This enrollment was nearly 71 per cent. of the school population given by the census of 1880, or 59.2 per cent. of the estimated. The average number in daily attendance was 7,956.

The entire enrollment was 209 more than that of the previous year; the average enrollment and the average daily attendance were respectively 257 and 200 more.

The following table shows the number of pupils on the rolls the last day of each month, and the average number of pupils enrolled monthly; in each particular named it also shows the average number of pupils to the teacher, exclusive of the special teachers :

[Normal School not included in this table.]

Months.	Pupils on the rolls at last day of each month.	Average number to the teacher.	Average number of pupils enrolled in each month.	Average number to the teacher.
September.....	8,994	51	8,627	49
October.....	9,091	52	9,184	52
November.....	9,018	51	9,122	52
December.....	8,479	48	8,798	50
January.....	8,438	48	8,558	49
February.....	8,391	48	8,383	58
March.....	8,154	46	8,228	47
April.....	7,926	45	8,069	46
May.....	7,633	43	7,699	44
June.....	7,412	42	7,463	42

The following table gives the number, per cent., and average age of boys and girls enrolled in each grade October 31, 1886:

MALES.

Grade.	Seventh division.			Eighth division.			Total.	Per cent.	Average age.
	No.	Per cent.	Average age.	No.	Per cent.	Average age.			
First	562	32.3	8.1	757	36.1	8.2	1,319	33.9	8.1
Second	372	21.4	9.9	443	21.1	9.8	815	20.9	9.9
Third	288	16.5	10.8	319	15.2	10.7	607	15.6	10.8
Fourth	208	11.9	12.0	277	13.2	11.9	485	12.5	11.9
Fifth	159	9.1	12.9	135	6.4	12.7	294	7.6	12.8
Sixth	90	5.2	13.7	87	4.2	13.7	177	4.6	13.7
Seventh	41	2.4	14.0	43	2.1	14.1	84	2.2	14.1
Eighth	21	1.2	15.7	35	1.7	15.0	56	1.5	15.3
High School							48	1.2	17.1
Total							3,885		

FEMALES.

Grade.	Seventh division.			Eighth division.			Total.	Per cent.	Average age.	Grand total.	Per cent.	Average age.
	Number.	Per cent.	Average age.	Number.	Per cent.	Average age.						
First	565	24.9	8.1	787	28.7	7.9	1,352	25.9	7.9	2,671	29.4	8.1
Second	415	18.3	9.6	544	19.8	9.6	959	18.5	9.6	1,774	19.5	9.7
Third	340	15.0	10.8	427	15.5	10.8	767	14.7	10.8	1,374	15.1	10.8
Fourth	312	13.8	12.3	344	12.5	11.7	656	12.6	11.9	1,141	12.6	11.9
Fifth	244	10.8	13.0	282	10.3	12.8	526	10.1	12.9	820	9.0	12.8
Sixth	173	7.7	14.1	158	5.8	13.6	331	6.4	13.9	508	5.6	13.8
Seventh	121	5.4	14.6	118	4.3	14.5	239	4.6	14.6	323	3.5	14.4
Eighth	93	4.1	15.5	85	3.1	15.3	178	3.4	15.4	234	2.6	15.3
High School							198	3.8	17.3	246	2.7	17.2
Total							5,206			9,091		

At that date there were enrolled in the schools 3,885 boys and 5,206 girls, or 1,321 more girls than boys. About 46 per cent. of the entire colored school population of these two cities are boys. This percentage is about maintained in the enrollment in the first four grades. After the fourth grade the disparity in the enrollment of boys increases as the grades of schools advance. In the High School for every boy there are four girls enrolled.

The average age of pupils at that time was as follows:

	Years.
First grade	8.1
Second grade	9.7
Third grade	10.8
Fourth grade	11.9
Fifth grade	12.6
Sixth grade	13.8
Seventh grade	14.4
Eighth grade	15.3
High School	17.2

In many instances circumstances in life are unfavorable to early entrance into the schools, hence the average age for each grade is larger than the corresponding legal school age would be expected to indicate.

The following table shows the entire and average enrollment of pupils and the number of pupils in daily attendance, each with per cent. of increase and the percentage of attendance based on the average enrollment, for the last ten years:

[Normal Schools not included in this table.]

Years.	Whole number enrolled.	Per cent. of increase.	Average number enrolled.	Per cent. of increase.	Average number in daily attendance.	Per cent. of increase.	Per cent. of attendance.
1877-'78	6,515	9.42	5,649	16.69	5,525	16.34	97.8
1878-'79	7,731	18.66	6,285	11.25	6,128	10.91	97.6
1879-'80	8,061	4.26	6,573	4.58	6,412	4.63	97.4
1880-'81	8,146	1.05	6,567		6,342		96.6
1881-'82	8,289	1.75	6,763	2.98	6,536	3.05	96.7
1882-'83	8,710	5.07	7,070	4.53	6,815	4.26	96.2
1883-'84	9,167	5.24	7,225	2.19	6,895	1.17	95.5
1884-'85	9,598	4.70	7,689	6.42	7,287	5.68	94.9
1885-'86	10,138	5.62	8,191	6.52	7,756	6.43	94.6
1886-'87	10,345	2.04	8,448	3.13	7,956	2.57	94.2

ACCOMMODATION.

An idea as to the extent of present accommodation and its character, and the want of sufficient and proper accommodation, may be readily gained from the following tabular exhibit:

School buildings.	Rooms owned or rented.	Whole number of rooms used as school rooms.	Rooms used as school rooms very objectionable for such use.	Whole number of schools.	Schools of first and second grade.
Seventh division:	Owned.....	10	.....	.....	.....
Sumner.....	Owned.....	19	.....	12	.....
Stevens.....	Rented.....	3	5	22	2
Miner.....	Rented.....	1	3	7	10
Twentieth and R streets.....	Owned.....	12	1	2	5
Garnet.....	Owned.....	8	.....	19	2
Wormley.....	Owned.....	2	.....	11	9
Chamberlain.....	.....	.....	2	2	5
Eighth division:	Owned.....	11	3	.....	2
John F. Cook.....	Rented.....	4	.....	13	.....
Proctor.....	Owned.....	8	4	8	3
Banneker.....	Owned.....	13	.....	12	7
Lincoln.....	Owned.....	6	2	20	6
Lovejoy.....	Owned.....	12	.....	6	9
Randall.....	Rented.....	1	4	18	4
Rehoboth chapel.....	Owned.....	8	1	2	8
Anthony Bowen.....	.....	.....	.....	11	2
Total.....	.....	118	25	165	80

* The remaining eight rented rooms in the Miner Building were used by the High School.

The facts set forth in the above exhibit are such as to solicit, in the interest of proper education, early and serious consideration. There are shown 118 rooms for 165 schools, or 47 schools more than rooms.

The scant provision is intensified by the fact that at least 25 of the 118 rooms are very objectionable in their use for school purposes. The objections exist in their ill conditions; dampness, insufficiency of light and means of ventilation; too limited dimensions, and the degree of general inadaptability in construction.

Proper sanitary conditions, apart from other weighty considerations, strongly favor individual school-room occupancy. In the great want of accommodation, the necessities of the schools have compelled the ignoring of these conditions, in many instances, in the use of one room by two schools.

If the best conditions for the health of pupils be sought, the enrollment of the last year will indicate the present need of a large number of school rooms, in addition to the existing number now fit for healthy occupancy.

The new eight-room building, Magruder, on M street between Sixteenth and Seventeenth streets northwest, will afford relief to the schools in the Sumner and Miner Buildings; and the one, Giddings, on G street between Third and Fourth streets southeast, to the schools in the Lincoln Building.

The Garnet Building, with an excess of 7 schools more than rooms the John F. Cook, Proctor, and Banneker Buildings, with an excess of 10;

and the Randall and Anthony Bowen, with an excess of 9, all aggregating 26 schools more than rooms, show, without considering the annual increase in the enrollment and the present use of rented and ill-conditioned rooms, immediate want of several new buildings for these two divisions.

In consideration of the above facts, and to meet the most pressing needs, I would recommend that an eight-room building be located at some point between Second west and Second east and I and F streets north, another at some point between P and R and Fifth and Eighth streets northwest, and another at some point between Second and Sixth streets, Maryland and Virginia avenues southwest. By the erection of a building of special adaptation for the High School, the entire use of the Miner Building by schools of lower grade will afford relief in that section of the city.

The accessibility of accommodation afforded to the school population is quite an important factor in its large enrollment in the schools. There are fifteen buildings (eleven owned and four rented) occupied by the schools of the seventh and eighth divisions, which embrace the entire area of the cities of Washington and Georgetown. These buildings are generally so located as to be fairly accessible to large portions of the school population. There are, however, portions of it that do not share this convenience. Among the most notable is that very large portion residing south of H street between Seventeenth and Twenty-seventh streets northwest. I would therefore recommend that an eight-room building be located at some eligible point in that section of the city.

DISCIPLINE.

There were 110 cases of corporal punishment during the year, or 49 cases less than in the previous year. The number of suspensions was 187, or 63 less than in the previous year. The number of pupils dismissed was 4.

The following table shows the number of cases of corporal punishment, the number of cases of suspension, and the number of cases of dismissal for each year of the last ten years :

[Normal School not included in this table.]

Years.	Average enrollment of pupils.	Corporal punishment.		Suspension.		Number of cases of dismissal.	Tardiness.	
		Number of cases.	Number of cases to every 100 pupils.	Number of cases.	Number of cases to every 100 pupils.		Number of cases.	Number of cases to every 100 pupils.
1877-'78	5,649	456	8	229	4	30	745	13
1878-'79	6,285	525	8	276	4	82	1,044	16
1879-'80	6,573	663	10	397	6	86	1,478	22
1880-'81	6,567	562	8	437	7	59	1,844	28
1881-'82	6,763	396	6	327	5	23	1,759	26
1882-'83	7,070	157	2	330	4	8	2,035	28
1883-'84	7,225	135	2	346	5	13	2,352	32
1884-'85	7,689	186	2	319	4	8	3,462	45
1885-'86	8,191	159	2	250	3	3	3,906	47
1886-'87	8,448	110	1	187	2	4	3,345	39

In the ready comparison with other years showing the number of cases in each particular of discipline named to each one hundred pupils of the average number of pupils enrolled, a fair idea of the standing and progress of the schools as indicated by such essentials may be gained.

There were 3,345 cases of tardiness during the year, or 561 cases less than in the previous year. The average number of cases to every one hundred pupils of the average enrollment was 39, or 8 less than in 1885-'86.

PROMOTIONS.

The number of pupils on the rolls in schools from the first to the eighth grade, both inclusive, on the last day of the school year, was 7,197. Of this number, 5,277 pupils were promoted. In the first four grades the per cent. of promotions was 72.5; in the second four grades, 75.2.

HIGH SCHOOL.

The whole number of pupils enrolled in this school was 276, or 29 more than in the previous year. Of this enrollment, 225 were females and 51 males.

The average number enrolled was 233, and the average number in daily attendance 218. The per cent. of attendance, based on the average enrolment, was 93.3.

In my last report I used the following language with reference to this school:

The inconveniences to which many of the pupils in attendance at this school are subjected on account of its location are very great. It should be centrally located. Its removal from the present building is also favored by the want of the rooms now occupied by it for schools of lower grades, to meet the wants of that section of the city in respect to accommodation.

The enrollment in the current school year is so large as to require the use of the entire building, except the basement rooms (which are poorly adapted to school-room use) and the two rooms occupied by the Normal School. This school has now reached such proportions in number as to require not only ample accommodation but a building of special construction, with such facilities as tend to insure the best results.

As the facts upon which the above statements were based still exist, and the need of a special building is yet more pressing in the still greater accessions, since that report was made, from the eighth-grade schools to that school, I again recommend that a building of special adaptation to this school be erected at some point near the adjacent boundaries of the two divisions, offering as far as may be practicable the greatest degree of accessibility to the entire school population.

The following-named pupils were graduated June 17, 1887 :

Anne L. B. Alexander, Amaleta Alexander, Medora Allen, Julia M. Alston, Clara G. Arnold, Mary E. Barney, Narcissa E. C. F. Beale, Henry N. Bowles, Annie D. Brooks, Mary E. G. Brown, Marie Bowie, Mary E. Clarke, Laura V. Collins, Marie A. Deitz, Sarah L. G. Dickson, Sarah E. Dorsey, Emily E. Francis, Emma V. George, Fannie C. Glascoe, Isabel Kinner, Josephine D. Lewis, Marguerita L. Lucas, Fannie Martin, William A. Nichols, Emma L. Pindle, Jesse N. Pierson, Maggie B. Saunders, Elizabeth H. Scott, Alice V. Shorter, Sarah E. Smith, Frances A. Smith, Mary A. Stewart, Charlotte V. Stewart, Daniel B. Thompson, Catharine F. Wall, Mary L. Watson, Eulalia Wheeler, Marie I. Williams, Ida C. Winslow.

MINER NORMAL SCHOOL.

The annual examination for admission to this school was held June 6, 1886. At this examination there were 33 candidates, all of whom were most recent graduates of the High School. The 20 standing highest in the examination were admitted to the school at its reopening in September, and on completion of the prescribed course graduated from it June 15, 1887.

The following is a list of the names of the graduating class :

Leila L. Amos, Janie F. Bell, Adeline H. Berry, Ursuline V. Brooks, Eslanda E. Cardozo, Lilian B. Cross, Martha B. Fisher, Martha A. Gray, Emma A. Guilbery, Williana M. Harris, Hattie L. Hawkins, Fannie B. S. Johnson, Emma L. Kinner, Ellen M. Lynch, Susanna H. Reed, Mamie L. Tancil, Anna E. Thompson, Harriet V. Tibbs, Lavinia E. Waring, Lilian L. Welsh.

In accordance with a rule of the Board, which provides that graduates of said school who have taught not less than one year and given evidence of their ability to govern and instruct a school, shall receive it, the diploma of the Miner Normal School was conferred upon the following-named graduates :

Emma Davis, M. Bessie Smith, Lyda E. Malvan, Jane L. Cox, Jane E. Thomas, Marcellina L. Brown, Mary M. Syphax, Georgia Brooks, Emily N. Sewall, Cornelia B. Costin, Josephine B. Evans, Mary J. Hill, Alice V. Ashton, Rebecca J. Baldwin, Amelia J. Heathman, Nannie T. Jackson, Sarah J. Riddles, Annie V. Smith, Caroline H. Thomas, Martha Liggons, Rosa Johnson, Hattie V. Lee, Josephine E. Walker, Sarah E. Ratcliffe, Eliza C. Davis.

The relations that have existed between the schools of these two divisions and the trustees of the Miner Fund since 1879-'80 were in fulfillment of the notice previously given, as required by the terms of agreement, terminated at the close of the school year. During this period the school has specially trained for the teacherships of these schools 136 teachers, of whom 96 are members of the present corps. Through this special training there has been given to the teacherships a degree of efficiency that has aided most materially in the growth and progress of the schools.

MANUAL TRAINING.

In the month of April a school of carpentry, in which to teach the use of tools, was organized in a small basement room of the Miner Building. The enrollment in this school embraced all the boys in the

High School, and boys selected from the eighth, seventh, and sixth grade schools. The whole number enrolled was 144. The boys were formed into classes of six each. Each class received weekly one hour of instruction. In this short diversion no unfavorable effect was perceived upon the character of the usual work of the school room. The eagerness on the part of the boys to avail themselves of the opportunity for such instruction and the earnestness evinced in their prosecution of it were strong of promise for the future. I am more strongly of the opinion that the introduction of the industrial feature into our system will not only yield benefit, in its practical bearing, but also, from the expectancy of opportunity to secure the practical, in the longer retention of boys in the school.

From the meagerness of provision, instruction of this character was necessarily very limited. It is to be hoped, however, that in the greater provision of manual training for the boys promised for the current school year, with the establishment of schools of cookery for the girls, the feasibility as well as practicalness of instruction on this line will be sufficiently developed to insure in the near future provision of this character commensurate with the needs of the masses.

Another department should be added in the introduction of sewing. Its practicalness admits of no question. With use coextensive with the household its benefits will be far-reaching. In its less expenditure for teaching force and means, in proportion to the number of pupils embraced, it strongly recommends itself.

NIGHT SCHOOLS.

Three night schools were opened, one at the Sumner, one at the John F. Cook, and one at the Lincoln Building. To each school was a corps of four teachers, a principal and three assistants to each corps.

In the admissions of pupils preference was given to those of the legal school ages whose circumstances were such as to prevent attendance at the day schools. The number of applicants for admission was largely in excess of the accommodation offered. The average number enrolled was 467, and the average nightly attendance 378. They were classified from the first to the eighth grade, both inclusive.

The term of instruction embraced fifty-two evenings or sessions, each session lasting 2 hours.

The entire expenditure for these schools was \$1,248. The cost per capita for instruction, based on the average number enrolled, was \$2.56.

TEACHERS.

The whole number of teachers employed during the year was 182—170 females and 12 males. Of this number 170 were in schools from the first to the eighth grade, inclusive; 8 in the High School, 1 in the

manual training school, 1 in charge of drawing, and 2 in charge of vocal music.

As in past years, the benefits of experience in teaching were secured by the retention of most of the teachers of the previous year. The teacherships made vacant by resignation and those created by the organization of new schools were filled by graduates of the Normal School.

The substitute service was not on the whole satisfactory. The experience of years with regard to this service forcibly suggests that the selection of the substitute teacher should be considered of scarcely less moment than that of the regular teacher. The wider field in the diversity of grades in which the substitute may be called to teach should, it would seem, require scholastic attainments and a degree of versatility and general ability which, to insure effective effort, would make her, if not the superior, at least the equal of her for whom she may render occasional service. The records of the year show that the absence of teachers aggregated 501 days. This aggregate was made by 77 teachers, who represented grades of schools from the first to the eighth, inclusive. The periods of absence varied from one-half day to thirty-five days, and the average number of days' absence to the teacher was six and one-half.

Taking the number of teachers who were absent, and the average number of pupils to the teacher for the year on the average enrollment, and it may be shown that 3,773 pupils were affected by this absence. The degree of affection varied, of course, with the degree of fitness brought by the substitute teacher to the work.

To maintain efficient condition of the school during the absence of the regular teacher too great care and judgment can not be exercised in the selection of the substitute. And to secure and retain competent substitute service, compensation for it must not be disproportionately less than that for regular service.

STATISTICAL SUMMARY.

For convenient reference to the more important statistics, I present the following:

	Grammar and primary.	High School.	Total.
Number of pupils enrolled	10,069	276	10,345
Average number of pupils enrolled	8,215	233	8,448
Average number of pupils in daily attendance	7,738	218	7,956
Percentage of attendance	94.2	93.3	94.2
Average number of tardinesses per month	329.7	4.8	334.5
Number of pupils dismissed	4	-----	4
Number of cases of corporal punishment	110	-----	110
Number of teachers employed	168	8	176
Average salary paid to the teacher	\$575.49	\$1,125.00	\$600.47
Average number of pupils to the teacher (estimated on the average enrollment)	49	29	48
Cost of tuition per pupil (estimated on the average enrollment) ..	\$11.77	\$38.62	\$12.51

SPECIAL TEACHERS.

	Number of teachers.	Salary paid.	Average salary paid.	Cost of special tuition es- timated on aver- age en- rollment.
Drawing.....	1	\$1, 100	\$1, 100	
Music.....	2	1, 600	800	\$0. 13
Manual training.....	1	400	400	. 19

Supervision.

Superintendent.....	\$2, 250. 00
Supervising principals, two, each \$2,000.....	4, 000. 00
Clerk to superintendent.....	800. 00
Messenger to superintendent.....	200. 00
Total cost of supervision.....	7, 250. 00
Average cost (estimated on the average enrollment).....	. 86

CONCLUSION.

So very pressing are the needs of accommodation for the colored school population of Washington and Georgetown, that I can not too often nor earnestly call your attention to it. Records of the current year show, October 31, an enrollment of more than 500 pupils in excess of that for the corresponding period of last year. Of the 10,065 pupils enrolled at that date, 9,711, embracing those in the schools from the first to the eighth grade inclusive, were accommodated in only 122 rooms. More than 5,000 pupils are accommodated in 43 rooms. This very limited accommodation necessitates in many instances a reduction of school session, in the use of one room by two schools, to an extent very adverse to the progress of the pupils. The 16 additional rooms in the Giddings and Magruder buildings will give some relief to those sections in which they are located.

In addition to the absolute want of accommodation, much of that now in use is perniciously educating in its character, as well as exceedingly objectionable in its opposition to all laws of health.

G. F. T. COOK,
Superintendent.

